



## ESS Round 5 Question Design Template with background information about the module and final survey questions<sup>1</sup>

**Module Title:** Work, Family and Well-Being: The Implications of Economic Recession

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### SECTION A: Theoretical background

#### Describe the theoretical background of the module, its aims and objectives

The repeat module is based on the 2004 module 'Family, Work and Well-Being'. The 2004 module was designed to shed new light on the relationship between work, family and welfare in a comparative perspective. It was carried out at a time of relative economic prosperity, when living standards were rising and unemployment levels were falling. The economic and social situation has been dramatically transformed by the economic recession resulting from the financial crisis of 2008. This provides a unique opportunity to examine major theoretical claims about the factors affecting work, family experience and welfare and at the same time will provide an essential mapping for policy makers of the changes occurring, their social costs and their implications for individual's attitudes to work and society. Given the opportunities to examine changes in the very different institutional contexts of EU member states, it will provide crucial insight into the extent to which different types of employment and welfare regime are able to mediate the impact of economic crisis. There is no previous period for which we have high quality comparative data covering a transition from a period of prolonged economic growth to economic downturn.

In particular it will enable to look at the implications of economic change for:

- The experience of work and the labour market
- Work-Family Reconciliation
- Social Integration and Social Cohesion

#### a) The experience of work and the labour market

Even in a period of economic growth, there were aspects of the changing nature of work that were detrimental as well as aspects that were positive for well-being. In particular, we found that high work demands in terms of hours of work and the intensity of work had strongly negative effects on people's personal lives. Further insecurity, although it was restricted to specific parts of the workforce, had damaging consequences not only for the individual but also for the family. At least for the individual however the level of welfare support was an important mediator of the effects of insecurity.

It seems probable that the shift from a situation of economic growth to one of economic recession and accelerated restructuring of employment is likely to sharply accentuate the negative consequences of work experience. Most crucially it will raise levels of insecurity and spread insecurity over a much wider sector of the workforce. A feature of the current recession is that it seems likely to differ in important ways from earlier recessions in terms of the prevalence and distribution of insecurity. Earlier recessions affected disproportionately the manufacturing sectors and the less skilled. It is likely that this recession will impact as heavily on service industries as on manufacturing and that it will affect employees across the skill spectrum. The earlier module had an indicator of perceived job security that has been shown to be robust in its relationship to expected predictors (Erlinghagen, 2008).

Much theoretical and policy concern has been with the issue of labour market marginalization, particularly in the form of unemployment. Surveys of the size of the ESS do not normally permit robust analysis restricted to the currently unemployed. However, a far larger proportion of people have experienced unemployment at some point in recent years and there is considerable evidence that one spell of unemployment creates greater vulnerability for another. We will be concerned to see how this broader category of the marginalized has changed between the surveys both in its composition and in its implications for well-being.

<sup>1</sup> Citation Reference: European Social Survey (2011) *Round 5 Module on Work, Family and well-being – Final Question Design Template*. London: Centre for Comparative Social Surveys, City University London.

Recession could potentially have negative consequences for other work experiences that are important for personal well-being, although our knowledge of these processes is currently rather weak. Brown et al (2007) and Clark (2005) have argued that declining unemployment levels may have been important for such progress as has been made in creating better jobs. Higher unemployment may reverse this, by reducing bargaining influence in the workplace.

It is notable that much of the rise in work intensity in the 1990s was in the earlier part of the decade. Arguably this reflected employers responding to economic crisis by significant reorganizations of the work process to cut costs and increase the output of a reduced workforce. This would be made easier by the relative weakness of collective labour resistance when people are afraid of losing their jobs. However, there are also plausible reasons why an economic downturn might reduce work pressure. Exceptional long hours of work and pressure for more rapid working may be less necessary to meet demand. The new module will make it possible to examine how far these different types of process occur.

Central features of the positive experience of work are skill levels, skill development and the sense of being able to learn new things on the job. The Round 2 module introduced much better measures of work skill than were previously available for comparative research. Tahlin's (2007) analyses have shown that these not only relate sensibly to class differences in all countries but account for much of the class (but not the gender) wage gap. At the same time, there are marked country differences in skills within similar occupational groups (Gallie, 2007b). Tahlin has also used the data to explore country differences in firm-based skill formation, challenging some common conceptions of country patterns. This type of skill formation was more widespread in Britain than in the supposedly training intensive countries of Germany and Sweden. At the same time women were rather similarly disadvantaged in this respect across countries and this was true irrespective of their social class. These differences accounted for a significant part of the gender wage gap in all countries. Dieckhoff and Steiber (2009) have used the module to show that women are disadvantaged in opportunities for continuous learning even when human capital, job characteristics and work attitudes are taken into account.

An important issue is whether economic recession undercuts processes of skill development. A repeat of the module will enable us to build on the earlier measures to track trends. Very little is known currently about this. It may be that training budgets are one of the first victims of employers' cost saving measures, or, as suggested by Felstead and Green, there may be a more pronounced stratification of training opportunities (1994). And it may be that individuals are less likely to be able to afford to self-fund courses for personal skill development. An important related issue is whether a slow down in skill development may accentuate problems of skill mismatch. As Galasi (2008) has shown the items in the original module on required job qualifications and own qualifications provide a useful measure of skill mismatch. Recession may also sharply reduce chances of personal advancement as organizations contract with important consequences for people's sense of the opportunities for self-realization. The previous module contained items that tapped both forms of skill acquisition and perceived opportunities for advancement, so it will be valuable to examine how these have changed over time and for what social groups.

The module has also been used to examine differences in the work autonomy of employees – an issue that has been shown to have crucial implications for job satisfaction, psychological stress and even health. Edlund and Gronlund (2008) have tested two common explanations of variations in the level of autonomy and show that the strength of organized labour is considerably more important in accounting for national differences than the skill requirements of production. If this is the case, it raises the issue of whether economic recession will lead to a decline in employee discretion at work (as a result of undercutting the strength of organized labour), with potentially severe consequences for employee well-being.

More generally the module will make it possible to examine the issue of the impact of recession on inequality at work. How far are the costs of economic downturn disproportionately carried by the less skilled or more evenly spread across the occupational spectrum? We know from past recessions that unemployment has fallen disproportionately on the non-skilled but we know very little about how it affected inequalities of work conditions among those who remained in employment.

The Employment Strategy of the European Union is formally committed to an improvement in the quality of work through the creation of 'better jobs'. The repeat module will cast light on whether this aspiration has been undermined by the economic crisis and, if so, for which categories of employees and with what consequences for personal well-being.

#### b) Work-Family Relations

A major theme of the earlier module was to explore the distribution and determinants of work-family conflict. A special issue of Social Indicators Research, edited by Fran McGinnity and with contributions from three co-applicants of the current team is wholly devoted to these issues<sup>2</sup>. A major finding was that most of the variation in work-family conflict was explicable in terms of differences in working conditions. Gallie and Russell (2009) show that the length of working hours, the prevalence of asocial working hours, the intensity of work, and the level of job security all had strongly negative effects for work-family conflict and account for much of the inter-country variation in work-life conflict. McGinnity and Calvert (2009) underline the importance of long work hours and greater work pressure for the particularly high levels of work-life conflict experienced by those in professional/managerial jobs. Scherer (2009) found that fixed-term contracts, and the job security associated with them, exacerbate work-life conflict, economic pressure and low life satisfaction. Steiber (2009) uses the data to draw a distinction between time-based and strain-based conflict, showing significant differences by sex in the impact of job security on the two forms of conflict. As Polavieja (2009) and Gash (2009) show the pattern of gender specialization in housework and the difficulty in work-family conciliation have important consequences for the wages associated with gender segregated work and for the labour market outcomes experienced by mothers.

Contrary to much received opinion our analyses indicated that from the mid-1990s the level of work-family conflict was stable or in some countries declining (Scherer and Steiber). An important factor in this was the reduction of working hours over the period. There can be quite different scenarios as to the likely impact of the new period of recession on these trends. A reduced need of long working hours may make it easier to reconcile conflicting work and family commitments. But greater insecurity, in particular a higher prevalence of labour market marginalization, may aggravate tensions and financial stress in the family. In particular, unemployment research has shown the severe effects of financial deprivation on marital relations – including higher levels of divorce – and it may be that reductions of income for those in work, say due to lower overtime hours or job downgrading, may have comparable effects. The repeat module would be ideal for testing these contrasting hypotheses and hence would permit a significant step forward in our understanding between macro-economic change and family relations.

The spread of labour market insecurity can of course affect members of the household who are not themselves in employment. Women in households with a division of labour based on the traditional breadwinner model may find a severe increase in financial pressures that leads to higher levels of conflict between partners over expenditure. New responsibilities for supporting young adults who normally have exceptional difficulty in obtaining jobs in periods of economic difficulty may similarly place major new strains on family cohesion. Addressing these issues may require some additional information in the new module about the employment experience of other family members.

A notable feature of the last couple of decades has been the rapid erosion of more traditional gender attitudes, in particular about women's obligations to stay at home when children are young and the priority they should give to men in periods when jobs are scarce. The new period of recession raises important questions about the implications and likely continuity of these trends. Previous recessions saw primarily the collapse of the heavy manufacturing industries, which were bastions of male employment. While the evidence is uncertain, they may have encouraged the decline of traditional normative beliefs by enhancing the importance and security of women's earnings in an expanding service sector. If this recession is as severe in its impact on services as on manufacturing it will lead to heavy job loss among women as well as among men, given the concentration of female employment in services. Whereas in the past the persistence of traditional normative patterns may have made an easier transition for women from unemployment into non-activity, this is less likely to be the case now. The tensions in households where female partners are faced by high levels of labour market insecurity may now be as vulnerable to tension as those where the male partner faces labour market marginalization. The module contains a battery of well established indicators of gender traditionalism that will make possible a closer examination of these issues.

An issue that has been the centre of much interest in research on the relations between employment and the family is how insecurity affects people's decisions about family formation. Much of the discussion focused on the implications of the growth of non-standard employment patterns, in particular diverse forms of short-term contract or temporary work. The ESS 2004 module included a question on people's intentions about whether or not to have a child in the next three years. The relatively small sample

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<sup>2</sup> Social Indicators Research, Special Issue edited by Frances McGinnity and Christopher Whelan 'Comparing Working-Life Conflict in Europe: Evidence from the European Social Survey', 2009.

numbers for workers on short-term contracts made it difficult to address the issue in the way it was framed at the time. However, a major shift in the level of security in the workforce provides greater scope for seeing whether there is any association between such intentions and the prevailing economic climate, and indeed whether there are differences between the broader categories of secure and insecure.

#### c) Social Integration and Social Cohesion

A central concern both within the academic literature and for policy makers has been the impact of adverse economic conditions on social integration and social cohesion. We would be particularly concerned with three issues: the effect of employment and labour market change on attitudes to work, on social participation in the community and on attitudes to ethnic minorities.

**Employment Integration and Work Values.** Involvement in employment has come to be seen increasingly by policy makers as a key aspect of social integration. The issue of the nature of change in attitudes to employment is then of central interest. At the broadest level there has been much discussion of whether there is a secular trend for a decline in the 'work ethic', with a decline in the value attached to employment, or whether employment is becoming increasingly important as a source of self-realization. There has been a related debate in the literature about both the trends and determinants of 'work orientations' or the key aspects of a job that people value. This has focused on whether or not there has been a shift from work orientations characterized primarily by a concern for the intrinsic benefits of work to work orientations of a predominantly instrumental type – where work is valued primarily as a source of income for financing more central life preoccupations to do with family and leisure. Theoretical accounts are very conflicting: rising living standards and the increased opportunities for consumption have been advanced by some as likely to favour the growth of instrumentalism but by others as providing a context for the increased salience of intrinsic values of self-realization.

By the same token, there has been little consensus about the likely effects of insecurity and labour market marginalization on work values (Russell 1998). Some theoretical perspectives take the position that work is an essential means for self-realization and personal meaning, with the implication that loss of employment or experience of difficult labour market conditions is unlikely to undermine its importance. Much social policy, on the other hand, is based on an assumption that labour market marginalization may lead to a loss of interest in work, requiring significant financial penalties or incentives to get people to return to stable employment. The role of insecurity with respect to work orientations has been very little examined. However, 'hierarchy of needs' theory provides some strong expectations. This advances the argument that higher order needs for self-realization, which could be expected to translate into strong intrinsic job preferences, are contingent upon people being able to meet their more basic needs, in particular with respect to subsistence. Labour market insecurity is likely to heighten worries about the ability to finance primary needs and could be expected to lead to a shift from intrinsic to extrinsic job values. The 2004 module had a question on the ideal hours that people would wish to work, which can be taken as a proxy of commitment to employment. It also has battery of questions that had been well tested in other surveys on job values. As Agnese et al (2007) have shown, the items in the module provide a useful way of distinguishing 'work-centred' from 'family-centered' work orientations for exploring the change in women's orientations to work. A replication of the module would then provide an excellent opportunity to explore further whether labour market conditions have significant effects on employment commitment and what people value in work.

**Community Integration.** Involvement in community relationships and activities has long been seen as a crucial aspect of social integration and an important source of resource and support for personal well-being. The relationship between work and employment experiences and community integration has a substantial history of theoretical debate. Some have suggested that positive experiences – such as opportunities for decision-making, learning and advancement at work – have 'spillover' effects on people's involvement in out of work activities, while others have argued that participation in leisure and community activities is 'compensatory' in type: those who have negative experiences of work and employment will tend to compensate by greater involvement in out of work activities (Wilensky, 1960; Geurts and Demerouti, 2003). These different theories lead to very different predictions about the effects of economic recession. Following the logic of the first we would expect that decreased chances of skill development, upward mobility and security would translate into lower levels of community involvement; whereas 'compensatory' theory would suggest that there might be increased local activism. Very broadly one can distinguish between different forms of community integration: informal social interaction, the membership of voluntary associations and active civic involvement. The core questionnaire of the module includes useful questions on sociability (C2-C4) and civic activism (B13 to B19), though we will supplement these with additional items capturing satisfaction with different life domains, enabling us to

broaden our analyses to work-life issues.

**Attitudes to Ethnic Minorities.** Faced by worries about the size of the workforce at a time of demographic ageing, many countries have allowed a significant expansion of in-migration in recent years. There are signs that this has proved problematic in a period of economic expansion. Van Oorschot (2008) found that there is less informal solidarity towards immigrants than to other disadvantaged groups. Such reactions could be sharply accentuated in periods of economic difficulty, when jobs are scarce. This may in turn have important consequences for attitudes to longer established ethnic minorities. In exploring the mechanisms underlying attitudes to ethnic minorities, the module will enable us to make a significant contribution by examining the effects of the different types of adverse employment experience that it can track. The core ESS includes questions on attitudes to allowing people from different race or ethnic groups to enter the country, as well as about the impact of immigration on the economy, cultural life and the overall quality of life. We will seek to supplement these by some additional items from the round 1 module on immigration.

**Social Inequality and Social Welfare.** A third issue we would address, central to social cohesion, is the implications of the experience of recession for people's attitudes to social inequality and social welfare. There is some evidence from earlier research that in periods of economic difficulty people become more sympathetic to those in poverty, to a greater degree seeing their difficulties as flowing from structural circumstances and policy errors rather than from individual laziness or incompetence (Gallie and Paugam, 2003). But we know little about the experiences that underlie this and whether these responses are general or confined to those who have themselves experienced adverse experiences. The module would enable us to locate attitudes to inequality and the treatment of the disadvantaged in groups with different employment trajectories in the recession. There is a core question on whether or not 'the government should take measures to reduce differences in income levels', which we will supplement with some items on attitudes to the disadvantaged.

#### *Country Comparisons and the Role of Institutions as Mediators*

A great strength of the ESS is the opportunity it provides to compare the effects of different economic experiences between countries and of similar economic changes in quite diverse institutional contexts.

We would anticipate that, while the current economic downturn is very general across different countries, its severity and the distribution of its effect may be rather different from one country to another. While this may partly reflect differences in industry and occupational composition, it may also be affected by the policies adopted in response to the recession and by the nature of the institutional frameworks that provide differential protection with respect to pay, working conditions and unemployment.

There is now a rich theoretical and empirical literature on these issues which has emphasized in particular the implications of the nature of welfare, production and employment regimes (for overview see Gallie, 2007). Members of the team have already published assessments of the leverage of these different schemas in understanding differences in employment and labour market experience in a period of relative prosperity, in part based on data from the 2004 module. A repeat module will provide an invaluable chance to examine the usefulness of these schemas for understanding the social costs of economic downturn.

The welfare state literature has emphasized the differences between social democratic (universalistic) welfare protection on the one hand and corporatist and liberal welfare systems on the other. An employment regime perspective extends this to issues of the quality of work and employment inclusiveness. The production regime perspective argues for the value of a broad distinction between coordinated market economies (the exemplars of which are Germany and the Scandinavian societies) on the one hand and liberal market economies (such as Britain and the US) on the other for understanding work relations, labour market experience and welfare structure.

The general conclusion from our earlier analyses was that the empirical evidence was most consistent with the expectations of welfare and employment regime theories (although there remained national variations within these categories). But, given the sharp change in economic circumstances, the new module will provide a much more powerful test of many of the arguments. In particular, we will be able to examine whether there are systematic differences between countries closest to specific regime types in the impact of economic downturn on job quality, on the level of labour market insecurity that people experience, and on financial and social deprivation. For instance, there can be quite contrasting expectations about the relative vulnerability of the non-skilled in different regime types. Arguments

emphasizing the importance of skill specificity and employment protection regulations would lead to the expectation that lower skilled employees would be particularly severely affected in 'liberal market' regimes such as the UK, whereas an emphasis on the wage costs of the low skilled could point to a scenario of higher insecurity for the low skilled in the Nordic countries with their more marked wage compression. It will be interesting to see whether countries with stronger workplace and national union influence are associated with greater protection against job and pay downgrading. Earlier analyses (Paugam and Zhou, 2007) have shown that the nature of labour market and unemployment policies influences perceptions of security in a period of relative prosperity and it will be important to see whether this continues to be the case under the much more severe demands associated with economic downturn. Countries have very different retirement regulations and this may affect the relative vulnerability of employees of different ages. We will be able to examine whether any country differences in the experience of labour market insecurity have implications for individual well-being, family work relations and social integration.

**SECTION B. Briefly describe all the concepts to be measured in the module and their expected relationships, either verbally or diagrammatically. Sub concepts do not have to be specified here (these are specified in Section C). Give each concept a 5-8 digit working name [these do not necessarily match the variable names in the round 5 data file]. Identify each concept as simple (S) or complex (C)**

Top level concept: Skill requirements of the job SKREQJOB (C)  
Top level concept: Intrinsic Job Quality INTRIN (C)  
Top level concept : Work Intensity DEMAND (C)  
Top level concept: Employment Dependence Relations EMPDEPRE (C)  
Top level concept : Unsocial Work Hours UNSOCHRS (C )  
Top level concept : Continuous Training Experience CONTEXP (C)  
Top level concept: Representation REPRESENT (C)  
Top level concept: Job Preference Orientation JOBPREF (C)  
Top level concept : Work to Family Conflict WFCON (C)  
Top level concept : Gender Traditionalism GENTRAD (C )  
Top level concept: Work Life Experience WORKEXP (C)  
Top level concept: Wage WAGES (C)  
Top level concept: Housework HSEWORK (C)  
Top level concept : Wellbeing WELLBEING (C)  
Top level concept: Trajectories during the Recession TRAJECT (C)  
Top level concept : Attitudes to the Disadvantaged INEQUAL (C)  
Top level concept : Nature of Contract – Core item F23 CONTRACT (S)  
Top level concept : Duration of Temporary Contract TEMPDUR (S)  
Top level concept : Occupational Tenure OCCTEN (S)  
Top level concept : Nature of Job Tasks NATJTASK (S)  
Top level concept : Monitoring Difficulties MONDIFF (S)  
Top level concept : Effort Motivation EFFMOTIV (S)  
Top level concept : Skill Transferability SKTRANS (S)  
Top level concept : Work Colleague Support SUPPORT (S)  
Top level concept: Effort-Reward Balance ERBALANCE (S)  
Top level concept : Pay Effort Incentive PAYEFF (S)  
Top level concept: Work time control TIMEFLEX (S)  
Top level concept: Health and Safety at Work DANGER (S)  
Top level concept : Advancement opportunities ADVANCE (S)  
Top level concept : Job security SECURE (S)

Top level concept : Sex of Closest Supervisor SEXSUP (S)

Top level concept : Workplace Sex Segregation WPSEXD (S)

Top level concept : Year of retirement RTRYR (S)

Top level concept : Involuntary retirement WNTRTR (S)

Top level concept : Fertility Plans PLANCHLD (S)

Top level concept : proportion of income provided by the respondent PROPINC (S)

Top level concept: Disagreement about money FINTEN (S)

Top level concept : Working time preferences – Respondent WKHSCH (S)

Top level concept: Working Time Preferences - Partner WKHSCHP (S)

Top level concept : Satisfaction with Work-Life Balance SATWLB (S)

Top level concept : Reasons for Leaving Last Job JOBTERMIN (S)

Top level concept: Employment Commitment EMPCOM (S)

Top level concept: Job Commitment JOBCOM (S)

Top level concept: Subjective Social Isolation SINTEGR (S)

Top level concept : Retirement Plans RETIRE (S)

Top level concept: Job satisfaction JOBSAT (S)

Top level concept: Firm Changes in Employment CHEMP (S)

Top level concept: Financial situation of firm CHFIN (S)

Additional concepts measuring Community Integration, Technical Routine Job, Closeness of Supervisor and Time Spent on Childcare were also intended for inclusion in the round 5 module. However, these have been dropped from the final module either because of lack of space or problematic results from the pilot survey.



**SECTION C: Complex Concepts.** For each complex concept listed in Section B, describe it in detail and specify the sub concepts as appropriate.

**COMPLEX CONCEPT NAME: Skill requirements of the job (SKREQJOB)**

**Describe the concept in detail, outlining the various sub concepts it comprises**

Skill formation is a process, starting in the family (which we abstract from here) well before first school entry and continuing in working life after completed formal education. We look at this process from the viewpoint of the jobs currently held by employees in different countries. The basic idea is to follow a time line: First, to get a certain job, some kind of education is often required. We measure this here by asking how much – if any – schooling is normally required of someone applying for the kind of job that the respondent holds. Second, after entering the job, some amount of training or learning may be necessary before the tasks can be carried out reasonably well. We measure this by asking how long time the initial training or learning typically takes, from the point of job entry. Third, after the initial on-the-job training or learning period is completed, some amount of continuous learning is often required in order to perform at an acceptable level. These three components – pre-job-entry educational requirements, post-job-entry initial learning, and continuous learning on the job – together indicate the skill requirements of a job. For a more complete discussion and an empirical application based on ESS 2004, see Tählin (2007a).

**Expected relationship with other complex and simple concepts**

The following results from cross-sectional wage regressions have been found in virtually all published studies, regardless of time and place (see Rubb, 2003, for a recent overview). The wage effects of both ‘required education for the job’ (RE) and ‘over-education relative to job requirements’ (OE) are positive while the wage effect of ‘under-education relative to job requirements’ (UE) is negative. The impact of RE exceeds the impact of OE and UE. Overeducated workers earn more than correctly matched workers in the same kind of jobs, but less than correctly matched workers with a similar amount of education; while (b) the converse pattern holds for undereducated workers: they earn less than correctly matched workers in the same kind of jobs, but more than correctly matched workers with a similar amount of education.

This model can be used for many other outcomes (apart from wages); for an application to on-the-job training as outcome, e.g., see Korpi and Tählin (2009). In general, the model is appropriate for all outcomes that depend on the joint influence of individual education and job skill requirements.

**SUB CONCEPT NAME: Pre-job entry educational requirements.**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

See section C, top box.

**Expected relationship with other sub concepts**

See section C, top box.

**Question item wording** [Note: G23 in Round 5 was asked as G61 in Round 2 and G24 was asked as G62 in Round 2. A showcard was added to G24 for round 5.]

**G23** If someone was applying nowadays for the job you do now, would they need any education or vocational schooling beyond compulsory education<sup>3</sup>?

Yes	1	<b>ASK G24</b>
No	2	<b>GO TO G25</b>
(Don't know)	8	

**ASK IF YES AT G23 (code 1)**

**G24 CARD 77** About how many years of education or vocational schooling beyond compulsory education<sup>4</sup> would they need? Please use this card.

Less than 1 year (beyond compulsory school)	01
about 1 year	02
about 2 years	03
about 3 years	04
about 4-5 years	05
about 6-7 years	06
about 8-9 years	07
10 years or more (beyond compulsory school)	08
(Don't know)	88

**SUB CONCEPT NAME:** Post-job entry educational requirements.

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

See section C, top box.

**Question item wording** [Note: G25 in Round 5 was asked as G63 in Round 2]

**ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)**

**G25 CARD 78** If somebody with the right education and qualifications replaced you in your job, how long would it take for them to learn to do the job reasonably well?

1 day or less	01
2-6 days	02
1-4 weeks	03
1-3 months	04
more than 3 months, up to 1 year	05
more than 1 year, up to 2 years	06
more than 2 years, up to 5 years	07
More than 5 years	08
(Don't know)	88

<sup>3</sup> 'Compulsory education' refers to the age until which you are required by law to remain in full-time education.

<sup>4</sup> See footnote 128 [in the Round 5 source questionnaire]

**SUB CONCEPT NAME:** Continuous learning on the job.

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

See section C, top box.

**Question item wording** [Note: G27 in Round 5 was asked as G65 in Round 2]

**CARD 79** Using this card, please tell me how true each of the following statements is about your current job.

		Not at all true	A little true	Quite true	Very true	(Don't know)
<b>G27</b>	My job requires that I keep learning new things.	1	2	3	4	8

*Note: This question is used to measure 'continuous learning on the job' as a sub-concept of both 'Skill requirements of the job' and 'Intrinsic Job Quality'.*

## COMPLEX CONCEPT NAME: Intrinsic Job Quality (INTRIN)

**Describe the concept in detail, outlining the various sub concepts it comprises**

Intrinsic Job Quality (INTRIN) refers to the extent to which the job offers opportunities for the use and development of a person's skills and initiative. The major sub-concepts are task discretion (the degree of control that people can exercise over the way they do their work), job variety (providing a range of stimuli) and continuing learning on the job (enabling people to develop their knowledge and skills over time).

**Expected relationship with other complex and simple concepts**

It is expected to be related to motivation at work, organisational commitment, turnover intentions, work intensity, job satisfaction and mental well-being (Hackman and Oldham, 1980; French et al. 1982; Warr, 1987; Gallie et al. 1998; Gallie 2007; Gallie and Russell, 2009; Boye, 2009).

**SUB CONCEPT NAME:** Task Discretion (DISCRET)

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Task Discretion (DISCRET) - Task discretion refers to the degree of control that people can exercise over the way they do their work. It includes the ability to influence the way that the work is done as well as the ability to influence the pace of work.

**Expected relationship with other sub concepts**

Task discretion is expected to affect motivation at work, organisational commitment, opportunities for self-development at work, turnover intentions, job stress and mental well-being (Kohn and Schooler, 1983; Karasek and Theorell, 1990; Gallie et al. 1998; Gallie 2007)

**Question item wording** [Note: F27 and F28 are core questionnaire items. F28a in Round 5 was asked as F19a in Round 2]

**ASK ALL WORKING/PREVIOUSLY WORKED**

**CARD 51** I am going to read out a list of things about your working life. Using this card, please say how much the management at your work allows/allowed you...**READ OUT...**

		I have/ had no influence										I have/had complete control	(Don't know)
<b>F27</b>	...to decide how your own daily work is/was organised?	00	01	02	03	04	05	06	07	08	09	10	88
<b>F28</b>	...to influence policy decisions about the activities of the organisation?	00	01	02	03	04	05	06	07	08	09	10	88
<b>F28a</b>	...to choose or change your pace of work?	00	01	02	03	04	05	06	07	08	09	10	88

**SUB CONCEPT NAME:** Job Variety (VARIETY)

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>						
<p>Job Variety. Variety captures the extent to which the job task provides a range of stimuli or confines the person to repetitive tasks (Hackman and Oldham, 1980; French et al. 1982; Warr, 1987). Variety also partially captures the extent to which the job is repetitive. The correlation in the British Skills surveys is 0.33. However, is much more strongly related to 'satisfaction with the work itself' with a correlation of 0.35 compared with 0.15. When entered together in a regression analysis, variety retains a highly significant coefficient of 0.34, while repetitive work has a non-significant coefficient of 0.00. We therefore retain 'variety' as the better variable for capturing this aspect of the work task.</p>						
<b>Question item wording [Note: G26 in Round 5 was asked as G64 in Round 2]</b>						
<p><b>CARD 79</b> Using this card, please tell me how true each of the following statements is about your current job.</p>						
	Not at all true      A little true      Quite true      Very true      (Don't know)					
<b>G26</b>	There is a lot of variety in my work. <table style="margin-left: 100px; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> </table>	1	2	3	4	8
1	2	3	4	8		

**SUB CONCEPT NAME:** Continuing learning on the job (Learn)

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>						
<p>Continuing learning on the job refers to the extent to which the job enables a person to develop their knowledge and skills over time (Tahlin 2007).</p>						
<b>Question item wording [Note: G27 in Round 5 was asked as G65 in Round 2]</b>						
<p><b>CARD 79</b> Using this card, please tell me how true each of the following statements is about your current job.</p>						
	Not at all true      A little true      Quite true      Very true      (Don't know)					
<b>G27</b>	My job requires that I keep learning new things. <table style="margin-left: 100px; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> </table>	1	2	3	4	8
1	2	3	4	8		
<p><i>Note: This question is used to measure 'continuous learning on the job' as a sub-concept of both 'Skill requirements of the job' and 'Intrinsic Job Quality'.</i></p>						

**COMPLEX CONCEPT NAME: Work Intensity (DEMAND)**

<b>Describe the concept in detail, outlining the various sub concepts it comprises</b>
Work Intensity refers to intensity of work in terms of effort and time demands.
<b>Expected relationship with other complex and simple concepts</b>
It is expected to have strong relationships with personal wellbeing, with work-family conflict and with out-of-work community involvement (Warr, 1987; Gallie et al. 1998; Gallie and Russell, 2009; Boye, 2009; McGinnity and Calvert, 2009; Steiber, 2009)

**SUB CONCEPT NAME: Work effort (Hardwk)**

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>																
Work effort (Hardwk) refers to the intensity of work in terms of the effort required in job performance																
<b>Expected relationship with other sub concepts</b>																
It is expected to be related to time demands (Timepres), with those reporting hard work also more likely to be working under time pressure (correlation .34 in 2004)																
<b>Question item wording</b> [Note: G34 in Round 5 was asked as G71 in Round 2]																
<b>ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)</b>																
<b>CARD 80</b> Still thinking about your current job, how much do you agree or disagree with each of the following statements?																
<table border="0"> <tr> <td></td> <td></td> <td>Agree strongly</td> <td>Agree</td> <td>Neither agree nor disagree</td> <td>Disagree</td> <td>Disagree strongly</td> <td>(Don't know)</td> </tr> <tr> <td><b>G34</b></td> <td>My job requires that I work very hard.<sup>5</sup></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>8</td> </tr> </table>			Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)	<b>G34</b>	My job requires that I work very hard. <sup>5</sup>	1	2	3	4	5	8
		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)									
<b>G34</b>	My job requires that I work very hard. <sup>5</sup>	1	2	3	4	5	8									

**SUB CONCEPT NAME: Time Pressure (Timepres)**

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>																
Time Pressure (Timepres) refers to the intensity of work in terms of the time available																
<b>Expected relationship with other sub concepts</b>																
It is expected to be closely related to work effort (Hardwk), with those reporting working under time pressure also working particularly hard (correlation .34 in 2004)																
<b>Question item wording</b> [Note: G35 in Round 5 was asked as G72 in Round 2]																
<b>CARD 80</b> Still thinking about your current job, how much do you agree or disagree with each of the following statements?																
<table border="0"> <tr> <td></td> <td></td> <td>Agree strongly</td> <td>Agree</td> <td>Neither agree nor disagree</td> <td>Disagree</td> <td>Disagree strongly</td> <td>(Don't know)</td> </tr> <tr> <td><b>G35</b></td> <td>I never seem to have enough time to get everything done in my job.</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>8</td> </tr> </table>			Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)	<b>G35</b>	I never seem to have enough time to get everything done in my job.	1	2	3	4	5	8
		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)									
<b>G35</b>	I never seem to have enough time to get everything done in my job.	1	2	3	4	5	8									

<sup>5</sup> "Hard" refers to intensity or long hours

## **COMPLEX CONCEPT NAME: Employment dependence relations (EMPDEPRE)**

### **Describe the concept in detail, outlining the various sub concepts it comprises**

In organizational economics, as well as in recent class theory in sociology, the dependence relations between employer and employee are seen as important drivers of various labour market outcomes. For Williamson (1975), reciprocal dependence causes firm-type contracts ('hierarchies') as distinct from market-based transactions. Becker (1962) sees firm-specific on-the-job training as a cause of long-term employment via reciprocal dependence relations. Goldthorpe (2000) distinguishes between the service relation (with mutual dependence between employer and employee; cf. Williamson's 'hierarchies') and the labour contract (with mutual independence; cf. Williamson's 'markets') as two fundamental forms of employment relations that in turn explain class inequality. Previous research has typically lacked data sets with good indicators of these employment dependence relations. On the basis of the Swedish Level of Living Survey (LNU) 2000, ESS2 in 2004 included such indicators for the first time in a cross-national context. There are two indicators: one on the dependence of the employee on the employer, and one on the converse type of dependence.

Although the employee may be economically dependent not only on an employer but also on, e.g., the state or the family, the theoretical context of the items concerned is dependence within work organizations in particular rather than economic dependence more generally.

The questions are as direct as judged possible. It would not be better, we think, to ask "How dependent are you on your employer?" since respondents would then be likely to wonder what 'dependent' is supposed to mean, and one would then revert to the kind of wording used in the items as they now stand.

The rationale for modifying the wording of G79, as compared to 2004 (round 2), is that the old wording mixes two factors, job satisfaction and job dependence, by asking about what would happen if the respondent "wanted to" have another job. The dependence factor is measured in a clearer way by asking what would happen if the respondent "had to" leave the current job. In general, dependence is a matter of what the alternative options are, given that the current option is no longer available.

This reasoning carries over to G80, where the wording is intended to capture what would happen to the employer if the current option becomes unavailable as a consequence of the fact that the employee (the respondent) "left" the employer. It would not be good to use a wording for this item that allowed for the possibility that the employer "wanted" the employee to leave. With the suggested revision of wording for G79, then, G79 and G80 are now fully symmetrical, which they should be for theoretical reasons.

### **Expected relationship with other complex and simple concepts**

When combining the two indicators in a cross-classification, one gets four dependence states: (a) the employer dominates (is relatively independent of) the employee; (b) the employee dominates the employer; (c) the employer and the employee are mutually independent; and (d) the employer and the employee are mutually dependent. With continuous indicators, there are two dimensions in this four-state space: one going from (a) to (b), which may be called 'domination'; and one going from (c) to (d), which may be called 'dependence'. Domination may be expected to affect employee wages positively (as the employee has a strong power position relative to her/his employer), while the other may be expected to affect seniority (contract length) positively. For an explication of the theoretical rationale and an empirical validation of the indicators, see Tåhlin (2007b).

In ESS 2004, the response scales for G79 and G80 are 11 numbers from 0 ('extremely difficult') to 10 ('extremely easy'), with no words attached to values 1 through 9, while in LNU 2000 (the Swedish Level of Living Survey, in which G80 was first asked and a variant of G79 was included) there are 5 worded categories: 1='very difficult', 2='fairly difficult', 3='not particularly difficult', 4='fairly easy', 5='very easy'. The worded response scale makes dichotomization rather straightforward: 1 and 2 versus 3, 4 and 5 (if 'not particularly difficult' is taken to be closer to 'easy' than to 'difficult', which seems reasonable). In contrast, the numbered response scale (as in ESS 2004) makes dichotomization more or less arbitrary. The main problem in the numbered case is the choice of where to place the middle alternative (value 5): in the 'difficult' or 'easy' side of the dichotomy. The choice is highly consequential since value 5 is one of the few most (if not the single most) frequent responses (as in many other cases of scale mid-points).

One solution for the ESS 2010 questionnaire (round 5) would be to adopt the worded 5-category scale. While this would obviously mean that the items will not be strictly comparable between ESS 2004 and ESS 2010, it can be noted that the wording of one of the two items (G79) will change slightly anyway (as the suggested revision has been accepted). The 2010 survey might therefore be a good occasion to fix both things at once, so that the items are in good shape for further rounds.

In the worded case, the construction of the four dummy variables ‘Market’, ‘Reciprocal ties’, ‘Employer dominates’ and ‘Worker dominates’ would be the following (see Tahlin 2007b):  
 Market = 1 if (G79 = 3 or 4 or 5) and (G80 = 3 or 4 or 5);  
 Reciprocal ties = 1 if (G79 = 1 or 2) and (G80 = 1 or 2);  
 Employer dominates = 1 if (G79 = 1 or 2) and (G80 = 3 or 4 or 5);  
 Employee dominates = 1 if (G79 = 3 or 4 or 5) and (G80 = 1 or 2).

‘Market’ may then be taken to indicate the labour contract, in the sense of Goldthorpe (2000), while ‘Reciprocal dependence’ indicates the service relation (see the discussion in Tahlin 2007b). In the terminology of organizational economics, as in Williamson (1975), the contrast between ‘Market’ and ‘Reciprocal dependence’ is equivalent to the distinction between Markets and Hierarchies. The other two states – ‘Employer dominates’ and ‘Worker dominates’ – indicate asymmetrical dependence, i.e., power differences between employers and workers.

**SUB CONCEPT NAME:** Employee dependence on employer.

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>												
See section C, top box.												
<b>Expected relationship with other sub concepts</b>												
See section C, top box.												
<b>Question item wording</b> [Note: G40 in Round 5 is a modified version of G79 from Round 2. In round 2 the question focused on wanting to leave current job but in round 5 the focus is on having to leave]												
<b>G40 STILL CARD 82</b> How difficult or easy would it be for you to get a similar <sup>6</sup> or better job with another employer if you had to leave your current job? Please use the same card.												
<b>Extremely difficult</b>										<b>Extremely easy</b>		<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	88	

**SUB CONCEPT NAME:** Employer dependence on employee.

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>													
See section C, top box.													
<b>Question item wording</b> [Note: G41 in Round 5 was asked as G80 in Round 2]													
<b>G41 STILL CARD 82</b> In your opinion, how difficult or easy would it be for your employer to replace you if you left? Please use the same card.													
<b>Extremely difficult</b>										<b>Extremely easy</b>		<b>(Would not be replaced)</b>	<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	55	88	

<sup>6</sup> "Similar in the sense of 'as good as'.

## COMPLEX CONCEPT NAME: Unsocial Work Hours (unsochrs)

<b>Describe the concept in detail, outlining the various sub concepts it comprises</b>
<p>Working time (number of hours, the scheduling, variability and predictability of those hours) is central when considering quality of work issues. Alongside excessively long or involuntary short hours of paid work, also atypical and unsocial hours are part of the ILO concept of decent work. Non-standard or atypical working hours are considered 'unsocial' when they coincide with important/common out-of-work activities (including sleep) and/or family duties (i.e. work takes place at times of the day or week when most other people do not work). This includes especially late evening and night work as well as weekend work. Such schedules prevent workers from being at home when family activities tend to take place. Also working hours that are unpredictable make it more difficult to reconcile work and out-of-work duties/ activities. Unpredictable hours also affect other family members, as they undermine the possibility for family members to co-ordinate their schedules. The three sub-concepts that are measured are thus: a) night/evening work, b) weekend work and c) unpredictable hours. These dimensions are measured for both respondents and their partners to get a grasp of combined work schedules/patterns at household/couple level. Questions on partner's unsocial work hours (wkengtp, wkovtmp and ptnwkwe) are asked to all respondents who have a partner and whose partner is currently in paid work (the question is asked to the respondent irrespective of their own work status). Workplace insecurity during recession may lead to an increase in unsocial hours working, assuming that workers are more pressed to accept unsocial work hours when they fear to lose their job.</p>
<p><b>Expected relationship with other complex and simple concepts</b>          Unsocial hours impede balance between work and non-paid-work life (i.e. family life, recreation, etc.) – i.e. expected relationship with the complex concept <i>work-family conflict</i> (Burchell et al., 2007; Gallie and Russell 2009; Steiber 2009) and <i>work-life conflict</i>. Moreover, unsocial hours can be detrimental to well-being, physical and mental health.</p>

### SUB CONCEPT NAME: Night work – respondent (wrkengt)

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>
<p>This sub-concept is simple, and can be measured directly (see below). It is a repeat measure from Round 2 – that allows for analysis of change over time</p>
<p><b>Expected relationship with other sub concepts</b>          The sub-concepts are not necessarily related (in statistical terms). First, they can be used as individual indicators of respondents' and/or their partner's unsocial hours working on each of the three dimensions. Second, they can be combined in an additive scale of respondents' (or partners') unsocial hours working (e.g. Gallie and Russell, who computed a scale that ranges from 1 to 5, where 1 represents those who never work late, on weekends or unpredictable hours and 5 represents unsocial work hours on all of the three dimensions). This scale summarizes the occurrence of unsocial hours on several dimensions with the occurrence of more than one type of unsocial work hours (e.g. working late during the week and working during weekends) being more severe than the occurrence of just one. Note that the construction of such a scale does not imply statistical relations between the single dimensions (people who work late are not necessarily more likely to work weekends). Third, the items can be used to construct a typology of unsocial hours working at the household/ couple level. This may include households in which both partners work unsocial hours (at least on one of the dimensions), couples in which the man but not the woman works unsocial hours, couples in which the woman and not the man works unsocial hours, and couples in which none of the partners works unsocial hours. It can be assumed that couples face more difficulties with co-ordinating their schedules, when they both work unsocial hours (on different dimensions, e.g. one working weekends and one working evening/night shifts during the week) and in particular, when their work involves unpredictable work schedules.</p>
<p><b>Question item wording [Note: G15 in Round 5 was asked as G82 in Round 2]</b>   <b>[see page 17]</b></p>



<b>CARD 72</b> How often does your work involve... <b>READ OUT...</b>		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
<b>G15</b>	...working evenings or nights <sup>7</sup> ?	01	02	03	04	05	06	07	88

**SUB CONCEPT NAME:** Unpredictable work hours (wkvovrtm)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This sub-concept is simple, and can be measured directly (see below). It is a repeat measure from Round 2 – that allows for analysis of change over time. The key focus of this question is not on whether the overtime is paid or unpaid but on the unpredictability of being asked to work outside standard hours and the implications of this for the respondent's ability to coordinate schedules with others and in consequence for his/her work life balance.

**Question item wording** [Note: G16 in Round 5 was asked as G83 in Round 2]

<b>CARD 72</b> How often does your work involve... <b>READ OUT...</b>		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
<b>G16</b>	...having to work overtime at short notice?	01	02	03	04	05	06	07	88

**SUB CONCEPT NAME:** Weekend work – respondent (wrkwe)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This sub-concept is simple, and can be measured directly (see below). It is a repeat measure from Round 2 – that allows for analysis of change over time

**Question item wording** [Note: G17 in Round 5 was asked as G84 in Round 2]

**G17 CARD 73** How often does your work involve working at weekends<sup>8</sup>?

Never	Less than once a month	Once a month	Several times a month	Every week	(Don't know)
1	2	3	4	5	8

**SUB CONCEPT NAME:** Night/evening work of partner (wkengtp)

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This sub-concept is simple, and can be measured directly (see below)  
It is a repeat measure from Round 2 – that allows for analysis of change over time

**Question item wording** [Note: G80 in Round 5 was asked as G19 in Round 2]

<sup>7</sup>This refers to working after the usual and established office hours.

<sup>8</sup>“Weekend” is the usual days of the week when offices are closed.

<b>STILL CARD 91</b> How often does his/her work involve... <b>READ OUT...</b>									
		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
<b>G80</b>	...working evenings or nights <sup>9</sup> ?	01	02	03	04	05	06	07	88

**SUB CONCEPT NAME:** Unpredictable working hours of partner (wkovtmp)

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>									
This sub-concept is simple, and can be measured directly (see below). It is a repeat measure from Round 2 – that allows for analysis of change over time. The focus of this question on the unpredictability of partner's work schedule and the implications of this for R's and partner's ability to coordinate their schedules.									
<b>Question item wording</b> [Note: G81 in Round 5 was asked as G20 in Round 2]									
<b>STILL CARD 91</b> How often does his/her work involve... <b>READ OUT...</b>									
		Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day	(Don't know)
<b>G81</b>	...having to work overtime at short notice?	01	02	03	04	05	06	07	88

**SUB CONCEPT NAME:** Weekend work of partner (ptnwkwe)

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>									
This sub-concept is simple, and can be measured directly (see below) It is a repeat measure from Round 2 – that allows for analysis of change over time									
<b>Question item wording</b> [Note: G82 in Round 5 was asked as G21 in Round 2. In round 2 it was asked in a battery with G19 and G20.]									
<b>G82 CARD 92</b> Using this card, how often does his/her work involve working at weekends <sup>10</sup> ?									
	Never	Less than once a month	Once a month	Several times a month	Every week	(Don't know)			
	1	2	3	4	5	8			

<sup>9</sup> This refers to working after the usual and established office hours.

<sup>10</sup> "Weekend" is the usual days of the week when offices are closed.

## Complex CONCEPT NAME: Continuous Training Experience (CONTEXP)

### Describe the concept in detail

Continuing training has received much attention by policy-makers in recent years as it is considered to become increasingly important in view of current changes in the technology of production and service delivery, on the one hand, and increased labour market flexibility on the other. Opportunities for continuing training are particularly important for lower-skilled workers. However, economic recession may be detrimental for training provision, especially for training provided by employers as fewer funds are available. We may also expect that stratification in training access becomes more severe during recession (Felstead and Green 1994). This would imply that those for whom training would be most important are very unlikely to receive any. We may also find that individuals, who experienced recent displacement during recession, are more likely to be trapped in jobs with fewer training possibilities. The complex concept continuing training experience aims at measuring the nature of individuals' continuing training experience (CONTEXP) by means of the following sub-concepts: type of funding (TYPEFUND), perceived transferability of training (TRANS) as well as training duration (TRAINDUR). This complex concept only pertains to those who responded with yes to item F70 of the ESS core questionnaire (During the last 12 months, have you taken any course or attended any lecture to improve your knowledge or skills for work?)

### Expected Relationship with other complex or simple concepts

If the employer is the sponsor of training, it seems likely that his decision to invest in training is based on the cost of training and expectations about the employee's post-training productivity. Based on human capital theory (Becker 1964), it is thus expected that high-skilled individuals are more likely to receive training that is funded by the employer (TYPEFUND) than lower-skilled individuals. Skill-level is measured by the complex concept "skill requirement of individuals' job" (SKREQJOB) [C]. We expect further that perceived transferability of training (TRANS) as well as duration of training (TRAINDUR) are related to the complex concept of employment dependence relations (EMPEDERE) [C]. Finally, as noted above, we expect this complex concept to relate to our complex concept trajectories during recession (TRAJECT) [C].

## SUB CONCEPT NAME: Perceived transferability of training (TRANS)

### Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Perceived transferability of training measures the degree to which the individual believes that the training course he/she participated in will not only be useful *with his current employer*, but may also show returns after a change of employer. The intention of the item is to indicate skill transferability across different firms (or employers) rather than across jobs within firms. The theoretical reasoning behind the item is based on the distinction between general and specific skills with respect to firms (rather than jobs); see Becker (1964). In theory, there is a clear relation between skill specificity (to the firm), on the one hand, and wage-experience profiles and worker mobility rates (across firms), on the other. This relation is based on the financing of training, i.e., of how much of the training costs that the employer and worker, respectively, will cover. Skill transferability across jobs within firms is not an issue in this theoretical framework (although it may of course be important for other reasons).

### Question item wording [Note: F70b is a new question for this module]

**F70b CARD 65** Now please think about what you have learnt during this training or education. How useful would what you have learnt be if you wanted to go and work for a different employer or firm? Please use this card.

Very useful	1
Quite useful	2
Not very useful	3
Not at all useful	4
(Don't know)	8

**SUB CONCEPT NAME:** Training duration (TRAINDUR)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This sub concept measures the length of training course the respondent has participated in.

**Question item wording** [Note: F70a is a new question for this module]

**ASK IF RESPONDENT HAS TAKEN ANY COURSE, LECTURE OR CONFERENCE IN LAST 12 MONTHS (code 1 at F70)**

**F70a** About how many days have you spent on this training or education in the last 12 months?  
Please count two half days as one whole day.

**INTERVIEWER NOTE:** 'training or education' refers to the course, lecture or conference at F70 and excludes external training. Evening classes should be counted as a quarter or a day.

**WRITE IN NUMBER OF DAYS:**     
(Don't know) 888

**SUB CONCEPT NAME:** Type of Funding (TYPEFUND)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Type of funding provides information on who funded the respondent's training course.

**Question item wording** [Note: F70c is a new question for this module]

**F70c CARD 66** How much of this training or education was paid for by your employer or firm?  
Please use this card.

**INTERVIEWER:** If all training and education was free for the employer or firm code as None.

- |              |   |
|--------------|---|
| All          | 1 |
| Most         | 2 |
| About half   | 3 |
| Some         | 4 |
| None         | 5 |
| (Don't know) | 8 |

## COMPLEX CONCEPT NAME: Representation

### Describe the concept in detail, outlining the various sub concepts it comprises

Representation refers to the availability of mechanisms for the collective expression of employees' views through either negotiation or consultation. These may take the form of trade union representation or representation through a works council or joint committee. There are three sub concepts: current trade union representation, works council representation and representational influence.

### Expected relationship with other complex and simple concepts

Representation is expected to be negatively associated with work intensity (DEMAND) and Pay Effort Incentive (PAYEFF) and positively associated with work time control (TIMEFLEX) and job security (SECURE).

## SUB CONCEPT NAME: Current Trade Union Representation (CMBTRU)

### Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

We take current trade union membership as a rough proxy of 'trade union representation (although we recognise that there is not perfect overlap). Current membership can be derived from core question F39.

### Expected relationship with other sub concepts

We would expect current trade union membership to have a weak positive relationship to works council representation. There is no intention to treat sub concepts as a scale. They are viewed as potentially different modes of representation.

### Question item wording [Note: F39 is a core item]

#### ASK ALL

**F39** Are you or have you ever been a member of a trade union or similar organisation? **IF YES**, is that currently or previously?

Yes, currently	1
Yes, previously	2
No	3
(Don't know)	8

## SUB CONCEPT NAME: Works Council Representation (WCREP)

### Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

This refers to the existence in the employee's organization of a works council or other joint committee that discusses issues relating to working conditions.

### Question item wording [Note: G42 is a new question for this module]

**G42** At your workplace are there regular<sup>11</sup> meetings between representatives<sup>12</sup> of the employer and employees, in which working conditions and practices<sup>13</sup> can be discussed?

**NOTE TO INTERVIEWER: Workplace is the establishment at which or from which the respondent works.**

Yes	1	<b>ASK G43</b>
No	2	<b>GO TO G44</b>
(Don't know)	8	

<sup>11</sup> "Regular" in the sense of routine.

<sup>12</sup> 'Representatives meaning formal representatives either elected or appointed to represent employees and employers'.

<sup>13</sup> "Practices" – ways of working.

**SUB CONCEPT NAME:** Representational Influence – Works Council (WCREPINFL)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This refers to the perception of the influence of employee works council representatives over decisions that affect working conditions

**Question item wording** [Note: G43 is a new question for this module]

**ASK IF YES AT G42 (code 1)**

**G43 CARD 83** How much influence would you say these discussions generally have on decisions that affect<sup>14</sup> your working conditions and practices<sup>15</sup>? Please choose your answer from this card.

- |                           |   |
|---------------------------|---|
| Not much or no influence  | 1 |
| Some influence            | 2 |
| Quite a lot of influence  | 3 |
| A great deal of influence | 4 |
| (Don't know)              | 8 |

**SUB CONCEPT NAME:** Representational Influence – Trade Unions (TUREPINFL)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This refers to the perception of the influence of trade unions over decisions that affect work conditions

**Question item wording** [Note: G44 is a new question for this module]

**ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)**

**G44 STILL CARD 83** How much influence would you say that trade unions at your workplace generally have over decisions that affect<sup>16</sup> your working conditions and practices<sup>17</sup>? Please use this card.

- |  |    |
|--|----|
| Not much or no influence                                 | 1  |
| Some influence   | 2  |
| Quite a lot of influence                                 | 3  |
| A great deal of influence                                | 4  |
| (No trade unions / trade union members at the workplace) | 55 |
| (Don't know)   | 88 |

**COMPLEX CONCEPT NAME: Job Preference Orientation (JOBPREF)**

**Describe the concept in detail, outlining the various sub concepts it comprises**

Job Preference orientation has the following sub-concepts we intend to measure: extrinsic job value orientation, intrinsic job value orientation and a work-life balance orientation.

**Expected relationship with other complex and simple concepts**

We would expect a relationship between individuals' job preferences and their educational attainment or skill level (Rose, 2005; Gallie 2007), their level of economic security (e.g. Maslow, 1954; Inglehart, 1977), and the degree to which they participate in traditional gender roles (Betz and O'Connell, 1989).

<sup>14</sup> "Affect" meaning 'have an impact on'.

<sup>15</sup> 'Practices' – ways of working.

<sup>16</sup> See footnote 141 [in the Round 5 source questionnaire].

<sup>17</sup> See footnote 142 [in the Round 5 source questionnaire].

**Expected Relationship between education/skill & job preferences:**  
 The higher an individuals' skill level, the more likely it is that their priority is on intrinsic job attributes. Lower-Skilled individuals, by contrast, will be more concerned with extrinsic job attributes. Skill level in the ESS can be measured by the complex concept: Skill requirement of individuals' job (SKREQJOB) [C].

**Expected Relationship between economic insecurity & job preferences:**  
 Higher levels of economic security lead to a stronger focus on intrinsic aspects of jobs, and lower levels of security shift focus to extrinsic aspects ("hierarchy of needs" logic). Economic (in)security in the ESS could be measured with our proposed new items on past unemployment pertaining not only to the respondents unemployment experience but also that of other household members. Moreover, comparing job preferences measured in the ESS 2004 module with those in the repeat module will allow the researcher to examine whether the recession has led to a priority shift from intrinsic and work-life balance job preferences to more extrinsic ones. It would further allow researchers to examine whether such shifts may be less pronounced in countries with highly protective welfare systems (see Gallie 2007, Russel 1998).

**Expected Relationship between gender role attitudes & job preferences:**  
 If gender roles are traditionally divided, we would expect that men hold stronger preferences for extrinsic features of jobs, and women more intrinsic as well as work-life balance orientated preferences. Gender traditionalism is a simple concept in the ESS2 (see e.g. round 2 items G6, G8 / round 5 items G4, G5)

**SUB CONCEPT NAME: Job Preference Orientation Extrinsic - EXTPREF**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Extrinsic job preferences: the job is mainly valued for its material rewards. This is a repeat measure from round 2, which allows analysis of change over time. It is measured directly using an agree/disagree scale (score 1-5) with the three question/statements below.

**Expected relationship with other sub concepts**

The relationship between the sub-concepts is best analysed by measuring their relative importance.

**Question item wording** [Note: G66 in Round 5 was asked as G111 in Round 2 and G67 was asked as G112]

**ASK IF RESPONDENT UNDER 70 (code 1 at G64)**

**CARD 88** For you personally, how important do you think each of the following would be if you were choosing a job? Please use this card.

		Not important at all	Not important	Neither important nor unimportant	Important	Very important	(Don't know)
<b>G66</b>	A secure job	1	2	3	4	5	8
<b>G67</b>	A high income	1	2	3	4	5	8

**SUB CONCEPT NAME: Job Preference Orientation Intrinsic - INTREF**

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Intrinsic Job Preferences: the job is valued for providing self-fulfilment (Friedman, 1946), for offering the worker the possibility to make use of and develop further their abilities. The item is a repeat measure from round 2, which allows analysis of change over time. It is measured directly using an agree/disagree scale (score 1-5) with the question/statement below.

**Question item wording** [Note: G65 in Round 5 was asked as G114 in Round 2]

**ASK IF RESPONDENT UNDER 70 (code 1 at G64)**  
**CARD 88** For you personally, how important do you think each of the following would be if you were choosing a job? Please use this card.

		Not important at all	Not important	Neither important nor unimportant	Important	Very important	(Don't know)
<b>G65</b>	A job that enabled you to use your own initiative	1	2	3	4	5	8

**SUB CONCEPT NAME:** Job Preference Orientation - Training (LIFELRN)

**Describe the concept in detail**

Continuing education and training are considered to play a central role for the improvement of people's employability, for reducing skill gaps and developing quality jobs. The European Commission frequently stresses life-long learning and its crucial role in the knowledge-based society (European Commission 2000, 2003). The job preference orientation (JOBPREF) [C] sub concept "preference for training" measures how much importance respondents place on having a job that offers them continuous learning opportunities.

**Expected Relationship with other complex or simple concepts**

Previous research has shown that participation in life-long learning is highly stratified. Those with higher education and in higher-level occupations are more likely to participate in training than the lower-educated in lower-skilled jobs (e.g. O'Connell 1999). Clearly this skill-gap in access to training is likely to be driven to a large extent by employers' investment rationales. Nevertheless, we would also expect individuals' preferences to play a role in the observed stratification pattern. Individuals in jobs with high levels of skill requirements (SKREQJOB [C]) and those who believe that their opportunities for advancement are good (ADVANCE) [S] are likely to place more importance on learning opportunities in jobs. Negative work effects during recession (subconcept: WKTRAJECT) are further expected to affect taste for life-long learning.

**Question item wording** [Note: G69 is a new question for this module]

**ASK IF RESPONDENT UNDER 70 (code 1 at G64)**  
**CARD 88** For you personally, how important do you think each of the following would be if you were choosing a job? Please use this card.

		Not important at all	Not important	Neither important nor unimportant	Important	Very important	(Don't know)
<b>G69</b>	A job that offered good training opportunities	1	2	3	4	5	8

**SUB CONCEPT NAME:** Work-Life Balance Orientation - WLPREF

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Work-Life Balance Job Preferences: A job with the hours and degree of flexibility to be combined with care responsibilities and participation in family activities.

This is a repeat measure from round 2, which allows analysis of change over time. It is measured directly using an agree/disagree scale (score 1-5) with the question/statement below.



**Question item wording** [Note: G68 in Round 5 was asked as G115 in Round 2]

**ASK IF RESPONDENT UNDER 70 (code 1 at G64)**

**CARD 69** For you personally, how important do you think each of the following would be if you were choosing a job? Please use this card.

		Not important at all	Not important	Neither important nor unimportant	Important	Very important	(Don't know)
		1	2	3	4	5	8
<b>G68</b>	A job which allowed you to combine work and family responsibilities						

## COMPLEX CONCEPT NAME: Work-Life Conflict (WFCON)

### Describe the concept in detail, outlining the various sub concepts it comprises

The concept of work-life conflict addresses the tensions and trade-offs that may be associated with combining work and family life. A central element of the concept is the idea that meeting demands in one domain makes it difficult to meet obligations in the other (e.g. Felstead et al, 2002; Greenhaus & Singh, 2003).

There thought to be two dimensions to WFC which are theoretically distinct and measured separately

- work to family conflict, which is the spillover from work to family life
- family to work conflict, i.e. the spillover from family to work

It is also possible to distinguish between time-based and strain based conflict. As the term suggests time-based strain arises from the competing demands on limited reserves of time from work and family, or incompatibility between the scheduling of work and other demands. Strain-based conflict arises from the competing psychological demands of work and family life, such as energy depletion. It could also include 'emotional strain' in the form of anxiety and depression (see Steiber, 2009 for further discussion).

A common difficulty with this concept is whether it captures only work–family conflict or if it can be used to more broadly to encompass 'work-life' conflict or its corollary 'work-life balance'. Three of the measures used refer directly to the family/partner, while the remaining two are more general and therefore can capture the conflict between work and other life pursuits.

### Expected relationship with other complex and simple concepts

WFC as measured is found to be strongly associated with working conditions (Gallie & Russell 2009). Longer work hours, greater work intensity and unsocial working hours, all increase WFC, while greater flexibility in work scheduling is found to reduce conflict. Those in higher occupational/social classes tend to report higher WFC even controlling for working conditions. Job insecurity is also expected to increase WFC (particularly strain-based conflict). It is expected that working conditions will have a greater influence than family characteristics on work to family conflict.

Household characteristics such as number and age of children, hours of housework are also expected to increase WFC. The effect of (young) children on WFC is expected to be greater for women than men because of the continued gender division of caring and housework tasks. Partner's employment status and involvement in unsocial working hours has also been found to increase WFC. It is likely that household characteristics will have a greater influence on family to work dimension than on the work to family dimension.

WFC is expected to lead to a decrease in well-being and lower life satisfaction. Economic strain is also expected to be associated with increased WFC (strain-based).

These items are expected for form a scale (Round 2 alpha 0.75). We have considered the issue about whether some items could be broadened so as not to exclude those without a partner/family, but would opt for retaining the existing wording in the interest of comparability.

**SUB CONCEPT NAME:** Work to Family Conflict

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Work-to-family (life) conflict. These items worrying about work (item 1), strain-based conflict deriving from exhaustion (item 2), time-based conflict (item 3), and tensions created in relationships due the demands of work (item 4). An overall indicator of work-family conflict can be constructed as the sum of the scores/4. Translations should be identical to those in the 2004 Round 2 module.

**Question item wording** [Note: G46 in Round 5 was asked as G85 in Round 2; G47 was asked as G86 in round 2; G48 was asked as G87; G50 was asked as G89]

**ASK IF MAIN ACTIVITY = PAID WORK (code 1 at G12)**

**CARD 85** Using this card, how often do you...**READ OUT...**

	Never	Hardly ever	Sometimes	Often	Always	(Don't have partner /family)	(Don't know)
<b>G46</b> ...keep worrying about work problems when you are not working?	1	2	3	4	5	-	8
<b>G47</b> ...feel too tired after work to enjoy <sup>18</sup> the things you would like to do at home?	1	2	3	4	5	-	8
<b>G48</b> ...find that your job prevents you from giving the time you want to your partner or family <sup>19</sup> ?	1 <sup>20</sup>	2	3	4	5	6	8

**NOTE TO INTERVIEWER: 'Partner' mentioned at G48 refers to partners of the same or opposite sex as the respondent (this applies to all questions in this module).**

**STILL CARD 85** Using this card, how often do you...**READ OUT...**

	Never	Hardly ever	Sometimes	Often	Always	(Don't know)
<b>G50</b> ...find that your partner or family <sup>21</sup> gets fed up with the pressure of your job?	1	2	3	4	5	8

**SUB CONCEPT NAME:** Family to Work Conflict

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Family to work conflict. The first family to work conflict item addresses strain based conflict and is a repeat of question G90 in Round 2. The proposed new item covers conflicts in general demands /responsibilities of work and home. This is an adaptation of an item from Netemeyer et al. (1996). In the original Netemeyer item is phrased 'things I want to do at work don't get done'. This has been modified to 'things I should do', so it also suits those with less autonomy or lower commitment. It has also been

<sup>18</sup> "Enjoy" in the sense of get pleasure from.

<sup>19</sup> "Family" in the sense of 'nuclear' rather than 'extended' family.

<sup>20</sup> In Round 2 G87 mistakenly had double digits for its code. For Round 5 only single digits are required.

<sup>21</sup>"Family" in the sense of 'nuclear' rather than 'extended' family.

rephrased to fit with the existing response categories.

**Question item wording** [Note: G52 in Round 5 was asked as G90 in Round 2; G47 was asked as G86 in round 2; G51 is a new question for this module]

**STILL CARD 66** Using this card How often do you...**READ OUT...**

		Never	Hardly ever	Sometimes	Often	Always	(Don't know)
<b>G51</b>	...find that your family <sup>22</sup> responsibilities prevent you from giving the time you should <sup>23</sup> to your job?	01	02	03	04	05	88
<b>G52</b>	...find it difficult to concentrate on work because of your family <sup>24</sup> responsibilities?	01	02	03	04	05	88

## COMPLEX CONCEPT NAME: Gender Traditionalism

**Describe the concept in detail, outlining the various sub concepts it comprises**

### Gender Traditionalism/ Gender Ideology

Extent to which individuals support traditional gender ideology and a traditional gender division of labour. That is the belief that women should take primary responsibility for caring for children and housework and that men should take primary responsibility for breadwinning i.e. a belief in separate gendered spheres (Davis & Greenstein, 2009).

There are two sub components to the concept

1. Belief in the primacy of the breadwinner role for men. (MNRGTJB)
2. Belief that caring should take precedence over employment for mothers (WMCPWRK)<sup>25</sup>

A third component which addressed the division of responsibilities within families, and in particular men's involvement in the traditionally female sphere of home and caring for children, was included in Round 3. However there was a very high level of agreement with the egalitarian ideology expressed in this question despite widespread differences in the share of household work undertaken by men and women, suggesting there was a social desirability bias this particular item.

We have dropped three items from the Round 2 set. Two of these measured conservative views relating to the family rather than gender roles specifically, the third failed to discriminate between respondents. We propose that translations should remain as in Round 2, although the translation note from Round 4, which was: "Cut down on paid work": to work fewer hours, either per day or per week may also be considered.

### Expected relationship with other complex and simple concepts

Egalitarian gender attitudes among women are expected to be associated with a higher probability of being employed and with longer paid working hours (Corrigall and Konrad 2007; Nordenmark 2004). Gender ideology is also expected to be associated with the division of housework within couples (Buunk et al. 2000; Cunningham 2005; Nordenmark 2004).

Using the ESS Gonzalez et al. (2009) found that if at least one partner held egalitarian values (measured

<sup>22</sup> See footnote 148 [in the Round 5 source questionnaire].

<sup>23</sup> "You should" - 'in the sense of personal motivation or what your employer expects you to do.'

<sup>24</sup> See footnote 148 [in the Round 5 source questionnaire]

<sup>25</sup> This component comes closest to the grouping 'Working women and relationship quality' in Davis and Greenstein's (2009) typology of measures of gender ideology.

by G6 WMCPWRK) the male partner was found to take on more of the housework. Other research using Round 2 of the ESS found that women with more egalitarian attitudes had lower levels of well-being but that gender attitudes did not affect the relationship between the amount of paid/unpaid work and wellbeing (Boye, 2009).

**SUB CONCEPT NAME:** MNRGTJB

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Belief that as breadwinners men have a greater entitlement to employment than women/ Primacy of the breadwinner role. (MNRGTJB)

**Question item wording** [Note: G5 in Round 5 was asked as G8 in Round 2;

**CARD 68** I am now going to read out some statements about men and women and their place<sup>26</sup> in the family. Using this card, please tell me how much you agree or disagree with the following statements.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
<b>G5</b>	When jobs are scarce, men should have more right <sup>27</sup> to a job than women.	1	2	3	4	5	8

**SUB CONCEPT NAME:** WMCPWRK

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Belief that caring should take precedence over employment for mothers

**Question item wording** [Note: G4 in Round 5 was asked as G6 in Round 2]

**CARD 44** I am now going to read out some statements about men and women and their place<sup>28</sup> in the family. Using this card, please tell me how much you agree or disagree with the following statements.

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	(Don't know)
<b>G4</b>	A woman should be prepared to cut down on her paid work for the sake of her family. <sup>29</sup>	1	2	3	4	5	8

**COMPLEX CONCEPT NAME: Work-life experience (WORKEXP)**

**Describe the concept in detail, outlining the various sub concepts it comprises**

In human capital theory (Becker 1964), an important distinction goes between general and firm-specific on-the-job training (OJT). In general OJT, the worker learns skills that are useful in all firms, while in the firm-specific case the skills learnt are (by definition) useful in the current firm only. In most data sets, direct indicators on general and firm-specific OJT are not available. A useful alternative is then to simply estimate the total time spent (experience) in the labour market, and to distinguish a separate component within this total time consisting of time spent with current employer. Total experience and time spent in

<sup>26</sup> 'Place' in the sense of role.

<sup>27</sup> More right to a job means they deserve priority

<sup>28</sup> "Place" in the sense of role

<sup>29</sup> 'Family' in the sense of 'nuclear' rather than 'extended'.

the current firm (seniority) are then entered as separate covariates in a wage regression that also includes education (years of schooling); cf. Mincer (1974). The first (total) experience term is then taken to indicate general OJT and the second experience term (seniority) is taken to indicate firm-specific OJT.

**Expected relationship with other complex and simple concepts**  
 Both general experience ('experience') and firm-specific experience ('seniority') are expected to affect wages positively, given education. In wage regressions, it is important to enter experience and schooling jointly since both are assumed to increase wages positively (via a skills-productivity route), while experience and schooling are negatively correlated with each other (at least below a certain age) since years spent in full-time post-compulsory education are also years with work experience foregone. Overall, the wage slope for general experience is expected to be steeper than for seniority (Becker 1962). However, the relative wage effects of experience and seniority may differ across establishments of different types. In large firms with well-developed internal labour markets, the seniority-wage gradient can be expected to be relatively steep (Oi 1962, Doeringer and Piore 1971). Note further that experience and seniority are related to the indicators on OJT that are explained elsewhere in this document, under the heading of 'Skill requirements of the job' (SKREQJOB). In particular, see the sub-concepts 'Post-job-entry initial learning' and 'Continuing learning on the job'.

**SUB CONCEPT NAME:** General experience.

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>
See section C, top box.
<b>Expected relationship with other sub concepts</b>
See section C, top box.
<b>Question item wording</b> [Note: G11 in Round 5 was asked as G118 in Round 2. Interviewer note has been expanded for round 5]
<b>Now some more questions about your experiences of work.</b>
<b>ASK ALL</b>
<b>G11</b> In total, how many years have you been in paid work?
<b>INTERVIEWER NOTE:</b> Count years in full or part-time work equally. Code six months or more as 01; if less than six months in paid work code as 00.
<b>WRITE IN NUMBER OF YEARS</b> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/>
(Never had a paid job)      555
(Don't know)                      888

**SUB CONCEPT NAME:** Seniority.

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>
See section C, top box.
<b>Question item wording</b> [Note: G19 in Round 5 is a modified version of G76 from Round 2. The brackets around the word '(first)' have been removed for Round 5.]
<b>ASK IF MAIN ACTIVITY PAID WORK AND EMPLOYEE (code 1 at G18)</b>
<b>G19</b> In what year did you first start working for your current employer?
<b>WRITE IN YEAR</b> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black; margin-right: 5px;" type="text"/>
<b>OR CODE</b> (Don't know)      8888

## COMPLEX CONCEPT NAME: Wage (WAGES)

<b>Describe the concept in detail, outlining the various sub concepts it comprises</b>
Wage is an indicator of the pay (gross and/or net of taxes and other deductions), recorded in each country's own currency and later converted into Euros.
<b>Expected relationship with other complex and simple concepts</b>
Pay is expected to be positively related to skill and to employment commitment.

### SUB CONCEPT NAME: Gross Pay

<b>Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>						
Gross Pay is pay before deductions for tax and insurance						
<b>Expected relationship with other sub concepts</b>						
Gross pay will be related to net pay.						
<b>Question item wording</b> <i>[Note: G56 in Round 5 was asked as G91 in Round 2]</i>						
<b>G56</b> What is your usual gross pay before deductions for tax and insurance? [To be recorded in country's own currency and later converted into Euros]						
<b>WRITE IN AMOUNT</b> in own currency						
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						
<b>GO TO G57</b>						
<b>OR CODE</b>						
(Refusal) n7                      GO TO G58 (Don't know) n8                      GO TO G58						
<b>[for missing values and currency conversion procedures, see data protocol.]</b>						

### SUB CONCEPT NAME: Pay Period

<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>																		
This refers to the period of time for which the person worked to receive reported gross and net pay																		
<b>Question item wording</b> <i>[Note: G57 in Round 5 was asked as G93 in Round 2. The 'other' category has been added for round 5 and the routing from round 2 removed.]</i>																		
<b>G57</b> How long a period does that pay cover?																		
<table style="margin-left: auto;"> <tr><td>One hour</td><td>01</td></tr> <tr><td>One day</td><td>02</td></tr> <tr><td>One week</td><td>03</td></tr> <tr><td>Two weeks</td><td>04</td></tr> <tr><td>Four weeks</td><td>05</td></tr> <tr><td>Calendar month</td><td>06</td></tr> <tr><td>Year</td><td>07</td></tr> <tr><td>Other _____</td><td>08</td></tr> <tr><td>(Don't know)</td><td>88</td></tr> </table>	One hour	01	One day	02	One week	03	Two weeks	04	Four weeks	05	Calendar month	06	Year	07	Other _____	08	(Don't know)	88
One hour	01																	
One day	02																	
One week	03																	
Two weeks	04																	
Four weeks	05																	
Calendar month	06																	
Year	07																	
Other _____	08																	
(Don't know)	88																	

## COMPLEX CONCEPT NAME: Housework (Hsework)

<b>Describe the concept in detail, outlining the various sub concepts it comprises</b>
This refers to the extent and distribution of household work within couple households. The aim of these items is to measure the total amount of time spent on household tasks and how these tasks are divided between partners.
(IHSEWORK) and PARTNER'S HOUSEWORK (PHSEWORK). The alternative proposition captures the time spent on housework of both the respondent and the partner, with the minimum number of questions. It is the contribution of partners within couples which is most crucial for theories about the gendered division of paid and unpaid work. The new variables also have numeric response categories as recommended by the CCT from this the proportion of time spent by each partner can

be calculated.
<b>Expected relationship with other complex and simple concepts</b> Housework is expected to be related work-family conflict and to gender traditionalism.
<b>SUB CONCEPT NAME: PERSONAL HOUSEWORK (IHSEWORK)</b>
<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>
This concept measures the estimated time spent on unpaid housework carried out by the respondent during a typical week. It includes activities such as cooking, washing, cleaning, shopping, maintenance of property. It excludes however childcare and other leisure activities. This information can be added to respondents paid work hours to calculate total work (paid plus unpaid) which can be used for analysis of time-burdens and gender differences in the allocation of time. Furthermore, by collecting information on both respondents and partners the division of housework within couples can be calculated.
<b>Expected relationship with other sub concepts</b> It is expected that respondent's personal total housework will increase his/her perception of work-family conflict particularly time-based conflict (see above) although this is likely to be mediated by the amount of paid work time undertaken by the respondent. The amount of housework undertaken by the respondent is expected to be strongly influenced by gender. Moreover the distribution of housework within couples is expected to be related to gender attitudes (see above).
<b>Question Wording</b> [ <i>Note: G76 in round 5 is similar to G22 in Round 2.</i> ]
<b>G76 CARD 90</b> I would now like to ask you about housework. By housework, I mean things done around the home such as cooking, washing, cleaning, care of clothes, shopping, maintenance of property, but not including childcare or leisure activities. About how many hours a week, in total, do you personally spend on housework?  <b>INTERVIEWER NOTE: ACCEPT ESTIMATES AND ROUND UP TO NEAREST HOUR</b>
<b>WRITE IN NUMBER OF HOURS</b> <input type="text"/> <input type="text"/> <input type="text"/> (Don't know) 888

<b>SUB CONCEPT NAME: PARTNER'S HOUSEWORK (PHSEWORK)</b>
<b>Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly</b>
This refers to the proportion of housework carried out by the respondent's partner in a typical week. The item is a modified version of the ISSP item.
<b>Question item wording (Only asked to those living with a partner)</b> [ <i>Note: G77 is similar to G29 from round 2</i> ]
<b>G77 STILL CARD 90</b> And what about your spouse or partner? About how many hours a week does s/he spend on housework? <b>INTERVIEWER NOTE: ACCEPT ESTIMATES AND ROUND UP TO NEAREST HOUR</b>
<b>WRITE IN NUMBER OF HOURS</b> <input type="text"/> <input type="text"/> <input type="text"/> (Don't know) 888

<b>COMPLEX CONCEPT NAME: Wellbeing</b>
<b>Describe the concept in detail, outlining the various sub concepts it comprises</b>
<b>Well-being</b> The original module (fielded in round 2) included the WHO5 as a measure of individual well-being (G1 to G5). It is designed to measure positive psychological well-being such as positive mood, vitality and general interest (Bech, 2004). We have retained the three highest loading items from the 5 item scale for round 5 (G1 cheerful & good spirits; G2 calm & relaxed; G3 active & vigorous). The two lowest loading items in round 2 were G4 (I have woken up feeling

fresh and rested) and G5 (filled with things that interest me) and these have been dropped. The three items form a single factor and have a Cronbach's alpha of 0.81 across the whole sample (only marginally lower than the Alpha for the 5 item scale .82).

Wellbeing as measured in the round 5 module has three components:

1. positive mood "cheerful and in good spirits"
2. calmness (absence of stress/anxiety) "calm and relaxed"
3. vigour and energy "active and vigorous"

The WHO (five) version (1998) is used both to identify persons at risk of depression and as an outcome measure (i.e. of wellbeing) (Bech, 2004; WHO 1998). By dropping two items the scale can still be used as an indicator of wellbeing but it cannot be used as a screening device. The focus of the ESS module is on wellbeing levels in the population and not on identifying at risk individuals.

**Expected relationship with other complex and simple concepts**

Wellbeing is a key outcome measure and is expected to be related to many of the other measures of work quality and labour market experiences and work-family conflict.

Negative labour market outcomes such as insecurity, unemployment and financial difficulty have been found to be strongly linked to psychological well-being (Nordenmark et al 2006; Warr 1988; Russell, 2000).<sup>30</sup> Poor working conditions such as high levels of pressure also reduce well-being (Boye, 2009).

We would expect higher work-family conflict to reduce levels of well-being. Pichler (2008) found that WFC was more highly correlated with the WHO5 than with life satisfaction or happiness. Previous research suggests that the effect of being work-poor (unemployed) has a more negative impact on well-being than being time-poor (i.e. having too much paid & unpaid work) (McGinnity & Russell).

There are also established relationships between well-being, and demographic factors such as gender and age. Women usually record lower psychological wellbeing than men, on a range of different measures (e.g. GHQ, WHO5) (Boye, 2009).

**SUB CONCEPT NAME: GDSPRT**

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

The first component of well-being is positive mood.

**Expected relationship with other sub concepts**

The three items form one scale. There is a high loading on one dimension and a high alpha.

**Question item wording [Note: G1 in round 5 was also asked as G1 in round 2]**

**Now some questions about balancing different parts of your life.**

**CARD 67** Firstly, I am going to read out a list of statements about how you may have been feeling recently. For each statement I would like you to say how often you have felt like this over the last two weeks. Please use this card.

		All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	(Don't know) <sup>31</sup>
<b>G1</b>	I have felt cheerful and in good spirits	1	2	3	4	5	6	8

<sup>30</sup> While research cited uses the GHQ measure of well-being, checks using the ESS round 2 data show that these relationships are also found with the WHO5 and with the reduced 3 item measure of wellbeing.

<sup>31</sup> The 'Don't know' (DK) column was mistakenly not included in the Round 2 questionnaire. As DK is always a possible answer the code has been added explicitly for R5.



**SUB CONCEPT NAME: CLMRLX**

Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly								
Second sub-dimension of well-being is calmness (absence of anxiety/stress).								
Expected relationship with other sub concepts								
The three items form one scale. There is a high loading on one dimension and a high alpha.								
Question item wording [Note: G2 in round 5 was also asked as G2 in round 2]								
<b>CARD 67</b> Firstly, I am going to read out a list of statements about how you may have been feeling recently. For each statement I would like you to say how often you have felt like this <u>over the last two weeks</u> . Please use this card.								
		All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	(Don't know) <sup>32</sup>
<b>G2</b>	I have felt calm and relaxed	1	2	3	4	5	6	8

**SUB CONCEPT NAME: ACTVGRS**

Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly								
Third dimension of wellbeing is vigour and energy								
Expected relationship with other sub concepts								
The three items form one scale. There is a high loading on one dimension and a high alpha.								
Question item wording [Note: G3 in round 5 was also asked as G3 in round 2]								
<b>CARD 67</b> Firstly, I am going to read out a list of statements about how you may have been feeling recently. For each statement I would like you to say how often you have felt like this <u>over the last two weeks</u> . Please use this card.								
		All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	(Don't know) <sup>33</sup>
<b>G3</b>	I have felt active and vigorous	1	2	3	4	5	6	8

**COMPLEX CONCEPT NAME: TRAJECTORIES DURING THE RECESSION (TRAJECT)**

Describe the concept in detail, outlining the various sub concepts it comprises
This concept refers to the perceived effect of the recession on the person's work and family well-being. It includes four sub-concepts: 1) Personal duration of unemployment 2) job effects of the recession; 3) partner's experience of unemployment and 4) the household effects of the recession.
Expected relationship with other complex and simple concepts
It is expected to be related to quality of work concepts (e.g. skill requirements of the job; intrinsic

<sup>32</sup> The 'Don't know' (DK) column was mistakenly not included in the Round 2 questionnaire. As DK is always a possible answer the code has been added explicitly for R5.

<sup>33</sup> The 'Don't know' (DK) column was mistakenly not included in the Round 2 questionnaire. As DK is always a possible answer the code has been added explicitly for R5.

job quality; job security); work-family conflict, work-life balance and personal well-being.

**SUB CONCEPT NAME:** Unemployment Duration in the last 3 years (UNDUR).

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Unemployment duration refers to the duration of unemployment the respondent has experienced within the last three years. The severity of unemployment has been shown to vary directly with the length of the unemployment. This is not only the case for individuals' experiences during the actual spell such as for example the risk of poverty (Gallie and Paugam 2000) and well-being (Alm 2001), but also for the negative consequences of past unemployment for future wage trajectories (e.g. Arulampalam 2001).

**Expected relationship with other sub concepts**

The duration of past unemployment is expected to affect wages (WAGES) (e.g. Arulampalam 2001), and well-being (WELLBEING) negatively (e.g. Clark et al 2001). We may also expect individuals with long unemployment spells to be placed in jobs with fewer advancement opportunities (ADVANCE) (eg Gallie et al 1998). It should further be expected that those with long unemployment duration would reveal stronger extrinsic (EXTPREF) job preferences (JOBPREF) ("hierarchy of needs logic"). We also expect a direct relationship between unemployment duration and our newly introduced "Trajectories during the Recession" concept [C].

**Question item wording** [Note: G71 is a new question for this module]

**G71** Thinking just of the last 3 years, what was the longest period in months, if any, that you were continuously unemployed and seeking work?

**INTERVIEWER: ACCEPT ESTIMATES. ROUND UP TO NEAREST MONTH.**

**WRITE IN NUMBER OF MONTHS:**     

(Don't know)      88  
(Not unemployed in the last 3 years)      00

**SUB CONCEPT NAME:** Work Effects in the Recession (WKTRAJECT)

**Describe the first sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This refers to the perceived effects of the recession on the quality of the person's job, in particular the interest of the job, the pay, work hours and job security.

**Expected relationship with other sub concepts**

This is expected to be related to the household effects of the recession.

**Question item wording** [Note: G58-G61 and G33 are new questions for this module]

**ASK TO THOSE WHOSE MAIN ACTIVITY = PAID WORK (code 1 at G12)**

Please tell me whether or not each of the following has happened to you in the last three years. Have you...**READ OUT...**

		Yes	No	(Don't know)
<b>G58</b>	...had to do less interesting work?	1	2	8
<b>G59</b>	...had to take a reduction in pay?	1	2	8
<b>G60</b>	...had to work shorter hours?	1	2	8

<b>G61</b>	...had less security <sup>34</sup> in your job?	1	2	8		
		<b>Not at all true</b>	<b>A little true</b>	<b>Quite true</b>	<b>Very true</b>	<b>(Don't know)</b>
<b>G33</b>	I may have to move to a less interesting <sup>35</sup> job in my organisation in the next 12 months.	1	2	3	4	8

**SUB CONCEPT NAME:** Partner's unemployment in the last 3 years (PARTUN)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

Partner's unemployment is an important feature to grasp the impact of recession on households as well as to capture household's unemployment experience and economic insecurity more generally. This newly proposed item measures whether the respondent's partner has experienced any unemployment of three months or more within the last three years.

**Expected relationship with other sub concepts**

Partner's unemployment is expected to relate to the concept measuring couple's disagreement about money, it should also negatively affect respondents' well-being (WELLBEING) [C] negatively. Fertility plans (G58) are also likely to be negatively affected by recently experienced economic insecurity. Respondents' whose partner had a recent unemployment experience are further expected to show a stronger focus on extrinsic aspects of jobs (EXTPREF; JOBPREF [C]). We may further expect this simple concept to affect gender traditionalism (GENTRAD [C]), and in particular the belief in the primacy of the breadwinner role (MNRGTJB) (e.g. McKee and Bell 1985). Finally, we expect a direct relationship between this concept and some of the sub-concepts of the newly introduced complex concept on "impact of recession" [C].

**Question item wording** [Note: G75 is a new question for this module]

**G75** Thinking just of the last 3 years, what was the longest period in months, if any, that your partner was continuously unemployed and seeking work?

**INTERVIEWER: ACCEPT ESTIMATES. ROUND UP TO NEAREST MONTH.**

**WRITE IN NUMBER OF MONTHS:**

--	--

(Partner not unemployed in the last 3 years) 00  
 (Don't know) 88

**SUB CONCEPT NAME:** Household Effects of the Recession (HHTRJECT)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This refers to the perceived effects of the recession on the person's household situation, in particular the employment position of the partner, family income and family savings.

**Expected relationship with other sub concepts**

This is expected to be related to the work effects of the recession.

**Question item wording** [Note: G8, G9 and G10 are new questions for this module]

Please tell me whether or not each of the following has happened to you in the last three years? Have you...**READ OUT...**

Yes      No      Does not      (Don't know)

<sup>34</sup> Security" in the sense of an actual or implied promise/likelihood of continued employment.

<sup>35</sup> Less interesting to the respondent in their own opinion.

		apply			
<b>G8</b>	...had to manage on a lower family income?	1	2	-	8
<b>G9</b>	...had to draw on your savings or get into debt to cover ordinary living expenses?	1	2	-	8
<b>G10</b>	...had to cut back <sup>36</sup> on holidays or new household equipment?	1	2	5	8

## COMPLEX CONCEPT NAME: COMMUNITY INTEGRATION (CINTEGR)

### Describe the concept in detail, outlining the various sub concepts it comprises

This concept refers a person's integration in their community. There are two main dimensions to this: 1) their objective integration in terms of frequency of social interaction in the community and 2) their subjective integration reflected in their sense of belonging or isolation from others in their community. There are a number of items in the core that capture 'social interaction' in terms of the frequency of social interaction with friends, relatives or work colleagues (C2), potential support (C3) and participation in social activities (C4). An item is included on subjective sense of integration, drawn from Round 3 of the ESS, which is designed to capture the experience of loneliness (E12). We initially intended to introduce an additional sub-concept on local social support, but this had to be dropped because of pressures of space. The subjective dimension is now included as a simplex concept – SINTEGR (see p.52).

### Expected relationship with other complex and simple concepts

It is expected to be related to concepts reflecting the quality of people's work, to their trajectories during the recession, to political partisanship, to attitudes to the functioning of democracy and to personal well-being.

## SUB CONCEPT NAME: Local support (LSUPPORT)

### Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly

Local support refers to the extent to which people feel that people in the local area provide help for each other. Following general theories of the role of support (House 1981), it is expected that it will help reduce psychological distress deriving both from work and from family demands. It is expected that it will be positively associated with indicators of the frequency of social interaction and positively associated with greater solidarity with the disadvantaged (SOLIDARITY). In the light of theories of social exclusion, it is expected to be negatively associated with the experience of unemployment and the duration of unemployment (UNDUR).

### Question item wording

This sub-concept was dropped from the final module because of pressures of space in the questionnaire.

## COMPLEX CONCEPT NAME: Attitudes to the Disadvantaged (INEQUAL)

### Describe the concept in detail, outlining the various sub concepts it comprises

This refers to the extent to which people feel that there is a social responsibility towards the welfare of the disadvantaged in the community. It includes both 'attitudes to income differentials in society' and 'solidarity with the disadvantaged'. The first is covered by the core item B30 'The government should take measures to reduce differences in income levels'. For the second, we intend to add an item on the reduction of poverty, drawn from the Eurobarometer 'Poverty in Europe' surveys.

### Expected relationship with other complex and simple concepts

It is expected to be related to people's current work and labour market situation, their trajectories during the recession and their political identification.

<sup>36</sup> 'Cut back' in the sense of reduce the number of or the amount spent on.

**SUB CONCEPT NAME:** Government Intervention to prevent Poverty (POVERTY)

**Describe the sub concept in detail outlining any further sub concepts or specifying that it can be measured directly**

This refers to the belief that governments can and should intervene more strongly to prevent poverty. It is expected to be positively related both to the belief that governments should do more to reduce differences in income levels (B30 - core) and to solidarity with the disadvantaged (SOLIDARITY). These may scale to form an index of social radicalism. Our expectation is that personal experience of disadvantage during the recession (TRAJECT) will lead to greater agreement that governments should intervene to prevent poverty.

**Expected relationship with other sub concepts**

It is expected to be related positively to the view that income differentials in society should be reduced and to the view that governments should give greater assistance to those who are in poverty

**Question item wording** [Note: G6 is a new question for this module]

**G6 STILL CARD 68** Using the same card, please tell me how much you agree or disagree with the following statement. 'The government<sup>37</sup> should do much more to prevent people falling<sup>38</sup> into poverty'.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

<sup>37</sup> 'Government' in the sense of all governments and NOT only the people now governing / present regime. The 'state' can be used instead of 'government' if appropriate.

<sup>38</sup> 'Falling' as in moving from a state of non-poverty to a state of poverty.

**SECTION D: Simple Concepts.** For each simple concept listed in Section B, describe it in detail here. Once the conceptual structure is agreed with the CCT add the question wording for the proposed item.

**SIMPLE CONCEPT NAME: Occupational tenure (OCCTEN)**

**Describe the concept in detail**

Labour market research has long needed a simple indicator of occupational tenure. There is strong reason to believe that time spent in current occupation is a more powerful determinant of work-life rewards (such as wages) than is firm (employer) tenure. Much stratification research has shown that occupation is an important contextual determinant of individual conditions (Grusky ed., 2008), in many ways more important than firm or establishment (Kalleberg and Berg 1988, Althausen, 1989), occupational tenure may be expected to have important effects on health and well-being more generally, since in many cases occupational effects will take some time (exposure time) to emerge. Despite the documented importance of occupation, many surveys have information on employer tenure but very few surveys include a measure of occupational tenure. Indeed, an explicit indicator such as the one suggested here is quite rare. The item below is modelled on an indicator included in the US Current Population Survey (CPS) 1987; see Carey (1988).

**Question item wording** [Note: G14 is a new question for this module]

**G14** Including all the jobs you have ever had, how many years in total have you been doing the kind of work<sup>39</sup> you currently do?

**WRITE IN NUMBER OF YEARS**

(Don't know) 88

**SIMPLE CONCEPT NAME: Nature of Contract (Contract)**

**Describe the concept in detail**

Proposed modified version of F23 in Core (modified version from EWCS 2005, can be collapsed to original version of F23). This will allow for a more detailed account on the type of contract that people have. The distinction between fixed term and temporary agency contract workers is essential as agency workers are still less protected by EU law than are fixed-term workers. The former will only be entitled equal treatment with permanent workers by 2011 (Framework Agreement on fixed term work already in 1999). Compared to all other forms of employment, temporary agency work has the worst record for working conditions, judged on a number of indicators, including repetitive labour (less variety, see G64 - round 2 [G26 round 5]), less control over the work they do and how they do it (F18 – core round 2 [F27 round 5]; F19a – round 2 [F28a round 5]); less training (F61 – core round 2 [F70a round 5]); and more unsocial hours working (G82-G84 – round 2 [G15-G16 round 5]). Moreover, a distinction between regular workers on fixed term contracts and apprentices/trainees who also have fixed term contracts is important for the classification of respondents' employment status.

**Question item wording** [Note: F23 is a core item]

**ASK IF EMPLOYEE OR FAMILY BUSINESS OR DON'T KNOW (codes 1, 3, 8 at F21)**

**F23<sup>40</sup>** Do/did you have a work contract of...**READ OUT...**

... <u>unlimited</u> duration,	1 <b>GO TO F24</b>
or, <u>limited</u> duration,	2 <b>ASK F23a</b>
or, do/did you have <u>no contract</u> ?	3
(Don't know)	8

<sup>39</sup> "kind of work" – use same form of words and translation as at core item **F34**.

<sup>40</sup> Routing from this question added for Round 5 for the rotating module on Work, Family and Wellbeing

**SIMPLE CONCEPT NAME: Duration of temporary contract (tempdur)**

Describe the concept in detail	
<p>This is a new item. It aims to capture the degree of precariousness of temporary work contracts but gathering more information on the duration of the contract. It is asked to all those who are (or in their previous job were) on non-permanent employment contracts according to the information gathered in the Core (F14 in Round 2; F23 in round 5). This indicator can be used to examine the implications of fixed-term employment of varying duration for wages and job quality. Moreover, the duration of fixed-term contract is related to the probability of working in fixed term jobs <i>involuntarily</i>. In 2005, almost 80% of employees who were involuntarily on fixed term contracts had contracts of less than 12 months (see Eurostat: Statistics in Focus 98/2007). It can be expected that especially those on short term temporary contracts (less than 1 year contract duration), tend to be in precarious positions with lower wages (G92 – round 2), less job security (G66 – round 2; G32 – round 5) and worse working conditions (e.g. less task discretion F18 (round 2 core; F27 round 5 core) F19a (round 2; F28a round 5), less flexibility in working times G69 (round 2; G29 round 5), less health and safety at work G70 (round 2; G30 round 5), fewer advancement opportunities G73 (round 2; G36 round 5).</p>	
Question item wording [Note: F23a is a new item for this module]	
<p><b>ASK IF respondent has/had work contract of limited duration or no contract (Codes 2, 3 or 8 at F23)</b></p> <p><b>F23a*</b> When your job started do you think that it was considered by your employer to be...<b>READ OUT...</b></p>	
...a temporary or fixed term job lasting less than 12 months,	1
a temporary or fixed term job lasting 12 months or more,	2
or, a permanent job?	3
(Other)	4
(Don't know)	8

**SIMPLE CONCEPT NAME: Nature of job tasks (NATJTASK)**

Describe the concept in detail	
<p>In work-life research, a common way to categorize the large variety of tasks that make up different jobs is to use the trichotomy of work oriented toward People, Data and Things, respectively, originally based on the US Dictionary of Occupational Titles (DOT); see Cain and Treiman (1981). It has been shown, for instance, that jobs directed toward Data tend to be more highly rewarded (in wages, e.g.) than jobs directed toward Things, while People jobs are typically a mid-level reward category. Further, People jobs tend to be much more strongly associated with work-related stress than the other two kinds of jobs (Karasek and Theorell 1990). The PDT trichotomy is also a useful complement to the traditional distinction between white-collar and blue-collar work: the former is usually seen as Data jobs while the latter is seen as Things jobs. People jobs, by contrast, are much less clearly related to the white-collar/blue-collar distinction; there is room for significant conceptual and empirical advances in pursuing this issue. For instance, the PDT classification would appear to be very useful for analyses of the interactions (sometimes called 'intersections') between class and gender, since People jobs tend to be female dominated, Things jobs male dominated and Data jobs relatively gender integrated.</p> <p>A convenient way of distinguishing between the three job categories is to ask survey respondents to state what kind of work tasks they spend most of their working time on. The item below is based on an indicator included in the Employment in Britain Survey 1992 (see Gallie et al. 1998). In the version suggested here, a fourth category is added: working with animals and/or plants. This complement is important in a survey such as ESS in which many respondents in several participating countries are working in the agricultural sector. In addition, the people job category is divided into (a) working with supervising personnel and (b) working with people other than personnel. While both are people jobs, their character is sufficiently different in important respects to motivate a clear distinction. Having a separate supervision task category has the further advantage of enriching the information base for social class coding (cf. Rose and Harrison eds. 2010), in which detailed data on managerial jobs are often desirable but rarely available.</p>	

**Question item wording** [Note: G13 is a new item for this module]

**ASK IF MAIN ACTIVITY PAID WORK (code 1 at G12)**

**G13 CARD 71** In your main job, which one of the following tasks do you generally spend most time on? Please use this card.

**INTERVIEWER:** Main Job: If the respondent has more than one job, they should answer about the one which occupies them for the most hours per week. If they have two jobs that are exactly equal, they should answer about the more highly paid of the two.

**INTERVIEWER: ACCEPT ONLY ONE ANSWER**

<b>Supervising personnel</b> e.g. managing, instructing, coordinating etc	01
<b>Working with people other than employees at your workplace</b> e.g. customers, clients, patients, students	02
<b>Working with text and/or numbers</b> e.g. reading, writing, counting, computing etc	03
<b>Working with physical objects and/or other physical material</b> e.g. manufacturing, building, assembling, cooking, cleaning, painting, repairing, loading, transporting etc	04
<b>Working with animals and/or plants</b>	05
(Other)	06
(Two or more of these tasks in equal proportion(s))	55
(Don't know)	88

**SIMPLE CONCEPT NAME: Technical routine job (TEROJOB)**

**Describe the concept in detail**

The complementarity and substitution aspects of work tasks with regard to technical change are important to understand when assessing and explaining the structural change of labor markets. The basic argument (see Autor, Levy and Murnane 2003, Spitz-Oener 2006, Goos and Manning 2007) is that computerization and other technical change transforms the structure of inequality by (a) eliminating some semi-skilled but programmable tasks (such as book-keeping), (b) failing to eliminate some low-skilled but less programmable tasks (such as shelf-filling), and (c) raising worker productivity in some high-skilled work (such as engineering and design). By asking the respondent to estimate how large part of her/his current work tasks may be replaced by computers or other technology in the near future, information is collected on the degree to which the respondent's current job is of a technical routine character, i.e., suitable for automation. A measure of this kind is an important complement to indicators of skill, because routine jobs in the technical sense of automation suitability is distinct from routine jobs in the sense of skill requirements (see Autor et al. 2003 for an elaboration of this point). The tendencies to polarization of the job structure in several countries, which have contributed significantly to the rise in economic inequality, to a large extent appear to be associated with automation of semi-skilled rather than low-skill tasks, in turn due to a higher rate of technical routine among the former than the latter.

**Question item wording**

This sub-concept was dropped from the final module, as the item did not work well in the pilot survey. First, the responses were highly skewed (toward few tasks believed to be replacable by a computer or other machine), which may of course be correct. But second, the item hardly correlated at all with indicators of work discretion and variety. While an important motive for including the item was that its correlations with autonomy and variety can be expected to be far from perfect, these correlations should at least be moderate. On these grounds, the item was deleted. Note: The alternative formulation in the supplementary pilot questionnaire did not work any better.



**SIMPLE CONCEPT NAME: Monitoring difficulties (MONDIFF)**

Describe the concept in detail											
<p>The concept of monitoring difficulties is central to the reasoning of several models of social class (Goldthorpe 2000, Wright 1997) and work organization (Williamson 1981). Briefly, jobs that are difficult to monitor are expected to be more highly rewarded (wages, career opportunities) because the employer uses the high reward level as an incentive ('carrot') for worker effort in the absence of (because of difficulties of) more explicit monitoring ('stick'). In many cases, indicators of worker autonomy are used to tap this concept, but a measure such as the one below would allow a significantly more direct measurement. The item adds important information to item ESS2 G78 ("My work is closely supervised") [now G14 in round 5] because there are other forms of effort control than close (or direct) supervision, for instance what is usually called 'output control'. Many white-collar jobs, e.g., are not suitable for direct supervision, but white-collar output may still be readily observable (such as the writing of reports). In the literature, the distinction between these forms of monitoring and control go back at least to the segmented labor markets tradition (e.g. Edwards 1979).</p>											
Question item wording [Note: G39 is a new item for this module]											
<p><b>G39 CARD 82</b> How difficult or easy do you think it is for your immediate<sup>41</sup> boss to know how much effort<sup>42</sup> you put into your work?</p>											
<b>Extremely difficult</b>								<b>Extremely easy</b>		<b>(Don't know)</b>	
00	01	02	03	04	05	06	07	08	09	10	88

**SIMPLE CONCEPT NAME: Effort motivation (EFFMOTIV)**

Describe the concept in detail
<p>In many theoretical models of the labor market, productivity is seen as the main determinant of rewards (such as wages). Productivity can be defined as the product of ability and effort: <math>P = A * E</math>. Class models of reward determination (Goldthorpe 2000, Wright 1997) focus on the effort component of this equation, and (partially) explain class inequality in job rewards as driven by relatively high effort prices (paid by employers as wages) for privileged worker categories. These models presume instrumental motives (job retention, promotion, wage incentives) for worker effort on the part of all employees, mixed with a class gradient in effort prices, a gradient explained by class variations in asset specificity (low skill transferability; see item SKTRANS below) and monitoring difficulties (see item MONDIFF above). How accurate are these assumptions empirically? Not much is known about differences in effort motivation across worker categories. The item below is intended as a contribution to filling this gap. In addition, the item can be used to assess the variation in perceived job quality (gauged from the relative weight of intrinsic as opposed to instrumental job characteristics) as well as in altruistic and moral motivation drivers across worker categories and countries.</p>
Question item wording [Note: G21 and G22 are new questions for this module]
<p><b>G21 CARD 75</b> People put effort into their work for many different reasons. Which of the reasons shown on this card is the <u>main</u> reason why you put effort<sup>43</sup> into your work?</p> <p><b>INTERVIEWER:</b> Ask respondent to choose from list before accepting 'other'</p> <p style="text-align: center;"><u>The main reason I put effort<sup>44</sup> into my work is<sup>45</sup>:</u></p>

<sup>41</sup> See footnote 133 [in the Round 5 source questionnaire].

<sup>42</sup> "See footnote 121 [in the Round 5 source questionnaire].

<sup>43</sup> "Effort" in the sense of try more than the minimum

<sup>44</sup> See footnote 121 [in the Round 5 source questionnaire].

<sup>45</sup> This heading is to appear on the showcard.

to be satisfied with what I accomplish <sup>46</sup>	01	
to keep my job	02	
because my work is useful for other people	03	
to get a higher wage or a promotion	04	<b>ASK G22</b>
because my work tasks are interesting	05	
because it is everyone's duty to always do their best	06	
(Other)	07	
(I do not put effort into my work)	55	<b>GO TO G23</b>
(Don't know)	88	

**ASK G22 IF A REASON IS GIVEN AT G21 (codes 01-07)**

**G22 CARD 76** And what is the second most important reason? Please use this card.

**INTERVIEWER:** Ask respondent to choose from list before accepting 'other'

The second reason I put effort<sup>47</sup> into my work is<sup>48</sup>:

to be satisfied with what I accomplish <sup>49</sup>	01
to keep my job	02
because my work is useful for other people	03
to get a higher wage or a promotion	04
because my work tasks are interesting	05
because it is everyone's duty to always do their best	06
(Other)	07
(No second reason)	55
(Don't know)	88

**SIMPLE CONCEPT NAME: Skill transferability (SKTRANS)**

**Describe the concept in detail**

In human capital theory (Becker 1964), an important distinction goes between general and firm-specific on-the-job training (OJT). In general OJT, the worker learns skills that are useful in all firms, while in the firm-specific case the skills learnt are (by definition) useful in the current firm only. The concept of firm-specific skills is also important in class theory (esp. Goldthorpe 2000) and in organizational theory (Williamson 1981) under the name of asset specificity (see further the discussion above connected to the top-level concept EMPDEPRE; Employment dependence relations). Further, skill specificity plays a central role in the theoretical model that underlies the Varieties of Capitalism perspective in the political economy literature (Hall and Soskice, eds., 2001).

In most data sets, direct indicators on general and firm-specific OJT are not available. The item below, previously used in the Swedish Level of Living Survey (LNU) 2000, is intended to fill this gap. It is most productively used in combination with the items measuring the amount of skills developed in the respondent's current job (see sub-concepts 'post-job-entry initial learning' and 'continuous learning on the job' under top-level concept SKREQ). The degree of firm specificity of these skills can be estimated by multiplying their amount with a transformation of SKTRANS (for instance as 1=0, 2=0.33, 3=0.67, 4=1). SKTRANS is also related to the item measuring the transferability across employers of recently acquired formal training (Edlund and Grönlund, 2008).

<sup>46</sup> "What I accomplish" in the sense of 'what I manage to achieve, get done or complete'.

<sup>47</sup> See footnote 121 [in the Round 5 source questionnaire].

<sup>48</sup> This heading is to appear on the showcard.

<sup>49</sup> 'What I accomplish' in the sense of 'what I manage to achieve, get done or completed'.

**Question item wording** [Note: G20 is a new item for this module]

**G20 CARD 74** Do you know<sup>50</sup> of any other employers who would have good use<sup>51</sup> for what you have learnt in your present job? Please use this card.

Yes, many	1
Yes, some	2
Yes, one or two	3
No, none	4
(I have not learnt anything in my present job)	55
(Don't know)	88

**SIMPLE CONCEPT NAME: Work Colleague Support (SUPPORT)**

**Describe the concept in detail**

Work Colleague Support (SUPPORT) refers to the level of support in work provided by a person's work colleagues. Support has been shown to be one of the most important mediators of the effects of work intensity for work stress, with those having stronger support better able to cope with high work demands (See House, 1981). This question has worked well and we recommend retaining full comparability with Round 2, despite any lack of precision about the notion of co-worker. We are mainly concerned with whether support exists or not rather than the detailed location of support.

**Question item wording** [Note: G29 in round 5 was asked as G68 in round 2]

**CARD 79** Using this card, please tell me how true each of the following statements is about your current job.

		Not at all true	A little true	Quite true	Very true	(Don't know)
<b>G29</b>	I can get support and help from my co-workers when needed.	1	2	3	4	8

**SIMPLE CONCEPT NAME: Effort-Reward Balance (ERBALANCE)**

**Describe the concept in detail**

This refers to the extent to which employees feel adequately rewarded in terms of pay for the effort they put into their work. It draws on the stress theory developed by Siegrist, which emphasizes the negative effects for psychological well-being of perceived imbalance between effort and reward. It is anticipated that recession will tend to heighten such imbalances by increasing work intensity while reducing matching pay compensation. Our expectation is that greater imbalance will in turn feed into higher levels of work-family conflict and lower community involvement. An item capturing effort-reward imbalance was included in ESS Round 3 (E53).

<sup>50</sup> "Know" in the sense of 'being aware of'

<sup>51</sup> "Good use" in the sense of being able to make productive use of.

**Question item wording** [Note: G45 is a new item for this module but was asked as E53 in round 3. However, in Round 3 'your efforts' and 'your job' were used. In Round 5 'my efforts' and 'my job' are being used. The question formulation has also been amended from battery format to incorporate the statement into the question.]

**G45 CARD 84** To what extent do you agree or disagree with the following statement: 'Considering all my efforts<sup>52</sup> and achievements in my job, I feel I get paid appropriately'? Please use this card.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8

**SIMPLE CONCEPT NAME: Pay Effort Incentive (PAYEFF)**

**Describe the concept in detail**

Pay Effort Incentive. Refers to whether or not the workplace has a payment system which rewards individual employees at least in part for the effort they put into their work. The expectation is that work intensity will be higher where this type of payment system is in place. In Round 2, the measure was positively correlated to working hard (0.14).

**Question item wording** [Note: G28 was asked as G67 in round 2]

**CARD 79** Using this card, please tell me how true each of the following statements is about your current job.

		Not at all true	A little true	Quite true	Very true	(Don't know)
<b>G28</b>	My wage or salary depends on the amount of effort I put into my work.	1	2	3	4	8

**SIMPLE CONCEPT NAME: Flexibility in Working hours (TIMEFLEX)**

**Describe the concept in detail**

Flexibility in Working Times (TIMEFLEX) refers to the control that people can exercise over the timing of their work hours. This is likely to have important implications for their ability to reconcile work and family pressures (Gallie and Russell, 2009; Steiber, 2009). Workers, who enjoy a high degree of time flexibility, are typically in higher qualified jobs, where they generally enjoy a higher level of autonomy (F18 – allowed to decide how own daily work is organized [F27 round 5]) and F19a [F28a round 5] – allowed to choose or change pace of work) and lower level of supervision (G78 [round 5 G14]).

**Question item wording** [Note: G31 was asked as G69 in round 2]

**CARD 54** Using this card, please tell me how true each of the following statements is about your current job.

		Not at all true	A little true	Quite true	Very true	(Don't know)
<b>G31</b>	I can decide the time I start and finish work.	1	2	3	4	8

<sup>52</sup> See footnote 121 [in the Round 5 source questionnaire].

**SIMPLE CONCEPT NAME: Health and Safety at Work (DANGER)**

Describe the concept in detail						
Health and Safety at Work (DANGER) refers to a person's general assessment of the level of risk the working environment poses for their health and safety. It is expected to be related to perceived pressure at work, personal well-being and work-family conflict.						
Question item wording [Note: G30 was asked as G70 in round 2]						
<b>CARD 54</b> Using this card, please tell me how true each of the following statements is about your current job.						
		Not at all true	A little true	Quite true	Very true	(Don't know)
<b>G30</b>	My health or safety is at risk because of my work.	1	2	3	4	8

**SIMPLE CONCEPT NAME: Advancement Opportunities (ADVANCE)**

Describe the concept in detail						
Opportunities for Advancement (ADVANCE) refers to a person's perception of the availability of opportunities for career advancement. It is expected to be related to motivation in work (organizational commitment, job satisfaction) and to work pressure.						
Question item wording [Note: G36 was asked as G73 in round 2]						
<b>CARD 56</b> Still thinking about your current job, how much do you agree or disagree with each of the following statements?						
		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly (Don't know)
<b>G36</b>	My opportunities for advancement are good.	1	2	3	4	5 8

**SIMPLE CONCEPT NAME: Closeness of supervisor (CLOSESUP)**

Describe the concept in detail	
<p>In class theory (Wright 1997, Goldthorpe 2000), class position among employees is seen as determined by two main dimensions: (a) the degree of difficulty for the employer to replace the employee, and (b) the degree of difficulty for the employer to monitor the work effort of the employee. If the degree of difficulty is high along these two dimensions, the employer will tend to offer large rewards (in terms of employment security, promotion prospects and wages) to the employees concerned in order to make it more attractive for the employee to stay with the employer and to put in a large amount of work effort. If the degree of difficulty is low along the two dimensions, the employer conversely tends to offer relatively small rewards. This difference in incentive structures is supposed to explain class inequality in rewards among employees. The concept of closeness of supervision (CLOSESUP) is intended to measure the (b) dimension of this theoretical model, i.e., monitoring difficulties. The specific indicator is also tied to the concept of 'direct control' as distinguished in the labor control literature, especially Edwards (1979). Finally, CLOSESUP is an indicator of autonomy, or work discretion, and thereby connected to other ESS items tapping that concept, such as influence over organizing daily work (F18 round 2; F27 round 5) and influence over work pace (F19a round 2; F28a round 5).</p>	
Question item wording	
<p>This sub-concept was dropped from the final module. CLOSESUP is tied in its content with the item measuring 'monitoring difficulties' (MONDIFF). In the interest of item reduction, it was reasonable to let one of the items go. 'Monitoring difficulties' has the advantage of being more strongly connected to existing theory as well as being less overlapping in content with job autonomy than is the case for closeness of supervision. On these grounds, CLOSESUP was deleted and MONDIFF retained.</p>	

**SIMPLE CONCEPT NAME: Sex of Closest Supervisor (SEXSUP)**

Describe the concept in detail	
This refers to whether or not the person's immediate supervisor is male or female. An important finding from the organizational stratification literature is that the gender wage gap is smaller among workers who have a female manager (Hultin and Szulkin 1999). This suggests that women are more disadvantaged when their boss is male than with a female manager.	
Question item wording [Note: G37 was asked as G75 in round 2]	
G37	Is your immediate <sup>53</sup> supervisor/boss a man or a woman?
	Man 1
	Woman 2

**SIMPLE CONCEPT NAME: Job Security (SECURE)**

Describe the concept in detail													
Job Security (SECURE) refers to a person's perception of the chances of keeping or being forced to leave their job in the foreseeable future. It is expected to be related to personal well-being and work family conflict (Burchell et al. 2002; Erlinghagen, 2008; Gallie and Russell, 2009; Steiber, 2009).													
Question item wording [Note: G32 was asked as G66 in round 2]													
CARD 79	Using this card, please tell me how true each of the following statements is about your current job.												
	<table border="0"> <thead> <tr> <th></th> <th>Not at all true</th> <th>A little true</th> <th>Quite true</th> <th>Very true</th> <th>(Don't know)</th> </tr> </thead> <tbody> <tr> <td>G32</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> </tr> </tbody> </table>		Not at all true	A little true	Quite true	Very true	(Don't know)	G32	1	2	3	4	8
	Not at all true	A little true	Quite true	Very true	(Don't know)								
G32	1	2	3	4	8								
G32	My job is secure <sup>54</sup>												

**SIMPLE CONCEPT NAME: Workplace Sex Segregation (WPSEXD)**

Describe the concept in detail	
The workplace sex distribution is an indicator of the proportion female employees at the workplace.	
Question item wording [Note: G38 was asked as G75a in round 2]	
G38	CARD 81 What is the proportion of women at your workplace?
	<b>NOTE TO INTERVIEWER: Workplace is the establishment at which or from which the respondent works.</b>
	None 01
	Very small 02
	Under a half 03
	About half 04
	Over a half 05
	Very large 06
	All 07
	(Don't know) 88

<sup>53</sup> "Immediate" is your direct line manager / the person to whom the respondent reports day-to-day.

<sup>54</sup> "Secure" in the sense of an actual or implied promise/likelihood of continued employment with that employer.

**SIMPLE CONCEPT NAME: Year of Retirement (rtryr)**

<b>Describe the concept in detail</b>			
The year at which the respondent retired can be used to compute respondents' age at retirement (apart from it also conveying important information on the historical time of retirement decisions, related to changes in institutional and economic context conditions). This concept is a repeat measure from Round 2. The age at retirement is expected to correlate with R's health status – that is the lower the age at retirement, the lower reported health is expected to be. This variable should have a close relationship with round 2 core item F11 (In what year were you last in a paid job?) [F20 in round 5], unless a spell of inactivity preceded retirement. The rate of involuntary retirement (wntrtr) should decrease with R's age at retirement.			
<b>Question item wording</b> [Note: G84 was asked as G108 in round 2]			
<b>ASK IF MAIN ACTIVITY RETIRED (code 1 at G83)</b>			
<b>G84</b> In what year did you retire?			
<b>WRITE IN YEAR</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<b>ASK G85</b>	
<b>OR CODE</b>	(Don't know)	8888	<b>ASK G85</b>
	(Never had a paid job)	0000	<b>GO TO G86</b>

**SIMPLE CONCEPT NAME: Involuntary retirement (wntrtr)**

<b>Describe the concept in detail</b>			
Recent literature makes a distinction between "voluntary" and "involuntary" (early) retirement, where "involuntary" retirement results from employment constraints rather than from preferences for leisure relative to gainful employment (e.g. Smith 2006). This concept is a repeat measure from Round 2 – hence, rates of involuntary retirement can be traced over time. The odds of involuntary retirement (versus voluntary retirement) typically decrease with the age at retirement (computed based on rtryr, see above for G108). Moreover, it would be expected that involuntary retirees (wntrtr=2) are financially less well-off post-retirement and report lower levels of health than those who retired voluntarily.			
<b>Question item wording</b> [Note: G85 was asked as G109 in round 2]			
<b>G85</b> Did you want to retire then or would you have preferred to continue in paid work?			
	Wanted to retire then	1	
	Preferred to have continued in paid work	2	
	(Don't know)	8	
Code 2 in round 5 is slightly different to code 2 in Round 2. In round 2 'preferred to continue in paid work' was used. This change was made to improve the grammar in the code. These codes are not made available to respondents (they are not read out and there is no showcard). The codes are simply used by interviewers to record the answer given.			

**SIMPLE CONCEPT NAME: Fertility plans (plnchld)**

<b>Describe the concept in detail</b>			
This is a repeat item from Round 2 (G58). Stated fertility plans have been shown to have predictive power for realised fertility in longitudinal studies (e.g. Toulemon and Rita Testa 2005). The measure is therefore deemed central in studies of fertility decisions and can be used to test the effect of economic insecurity on family planning. It has been shown that unemployment causes people to postpone fertility projects or to remain undecided, while having a non-working partner is associated with more frequent desires to have children in the near future. Moreover, it has been shown that people's gender attitudes and work/lifestyle preferences more strongly relate to their fertility intentions than to their actual/realised fertility (Vitali et al. 2009). This suggests that fertility plans are less affected by attitude adaptation (i.e. attitudes being modified as a result of a certain behaviour rather than selection of behaviour based on attitudes) than is actual fertility. Relationships of this variable with respondent's age, marital status and the number of children already born are expected. Given current fertility rates and expectations (with most couples preferring to have one or two children over having more than that), the likelihood that people plan to have another child are expected to drop with the number of children ever had, with a sharp decline at two children.			

**Question item wording** [Note: G88 was asked as G58 in round 2. The interviewer note was added for round 5.]

**ASK IF RESPONDENT AGED 45 OR UNDER (code 2 at G86)**

**G88 CARD 93** Do you plan to have a child within the next three years? Please use this card

**NOTE TO INTERVIEWER: IF RESPONDENT OR RESPONDENT'S PARTNER IS PREGNANT, CODE AS 4. ADOPTION SHOULD BE INCLUDED.**

Definitely not	1
Probably not	2
Probably yes	3
Definitely yes	4
(Don't know)	8

**SIMPLE CONCEPT NAME: proportion of income provided by respondent (PROPINC)**

**Describe the concept in detail**

This concept measures the level of financial contribution to household income made by the respondent and consequently the level of financial responsibility they bear.

The financial contribution made by men and women within couple households is given a central role in a number of theories on the division of labour within the household (Becker, 1981; Brines, 1994).

**Expected Relationship with other complex or simple concepts**

Research using the round 2 module found within couples that male partner's contribution to housework increased with women's contribution to household income (Gonzalez et al. 2009). In the context of recession, a greater level of financial responsibility for other household members is likely to increase the pressures associated with labour market insecurity. This could be manifested in a number of ways e.g. more negative effects of insecurity on emotional wellbeing (WELLBING), and on family life (WFC, especially the strain-based WFC) (Gallie & Russell, 2009). Greater breadwinning responsibilities may also affect job preferences (JOB\_PREF) leading to a higher value being attached to extrinsic job characteristics. PROPINC is also expected to be associated with gender role attitudes (GENTRAD).

**Question item wording** [Note: F41a in round 5 was asked as F32a in round 2]

**F41a CARD 56** Around how large a proportion of the household income do you provide yourself? Please use this card.

None	01
Very small	02
Under a half	03
About half	04
Over a half	05
Very large	06
All	07
(Refused)	77
(Don't know)	88

**SIMPLE CONCEPT NAME: Disagreement about money (FINTEN)**

**Describe the concept in detail**

This refers to disagreement between partners about the use of money. It was asked in Round 2 (G14). It is likely to be particularly relevant for analyses of the implications of insecurity, as earlier research on the effects of unemployment has shown that job loss is associated with heightened tension about expenditure patterns in the household (Vogler, 1984).

We should maintain comparability with Round 2 by adopting the same lead phrase, even if it is a rather



long introduction for a single item.							
<b>Expected Relationship with other complex or simple concepts</b>							
We would expect disagreements about money to be linked to job insecurity as well as job loss, with both heightening disagreements around money. It is also expected to be associated with gender role attitudes (GENTRAD), with disagreement greater where gender roles are less traditional.							
<b>Question item wording</b> [Note: G78 was asked as G14 in round 2. Note that this item was asked in a battery in round 2]							
<b>G78</b>	<b>CARD 91</b> Couples sometimes disagree about household and family issues. Using this card, how often do you and your husband/wife/partner disagree about money?						
	Never	Less than once a month	Once a month	Several times a month	Once a week	Several times a week	Every day (Don't know)
	01	02	03	04	05	06	07 88

**SIMPLE CONCEPT NAME: Working time preferences - Respondents (wkhsch)**

<b>Describe the concept in detail</b>	
Interest in measures of working time preferences (also called labour supply preferences or work hour preferences) emerged in response to evidence showing that weekly working hours cannot be freely chosen and that therefore people often face mismatches between the hours that they supply to the labour market and the hours they would prefer to work given their current wage potential and budget constraints (e.g. Altonji & Paxson 1988; Dickens & Lundberg 1993; Echeit et al. 2006;). This challenges micro-economic labour supply theory.	
There is a considerable body of research demonstrating the usefulness of direct measures of working time preferences. Yet, such data has rarely been available for cross-country comparative research. The exception is the 1998 survey by the European Foundation in Dublin carried out in the EU-15 plus Norway (see e.g. Bielenski et al. 2002). One of its great merits has been the availability of measures of working time preference at the household level (asking for preferred hours of respondent and his/her partner, allowing for the construction of preferred employment patterns at the household level, see e.g. Daly and Rake 2003).	
While respondents' working time preferences (wkhsch) are a repeat measure from Round 2, the working time preferences for the partner are a new item (wkhschp, see below). Validity check: One would expect a correlation with actual hours of work and clustering of work hour preferences at common values of 20, 30 and especially 40 weekly hours of work. The second part of the question is important to stress the financial implications of the preference.	
<b>Question item wording</b> [Note: G72 was asked as G116 in round 2. The interviewer instruction was added for round 5.]	
<b>G72</b>	How many hours a week, if any, would you choose to work, bearing in mind that your earnings would go up or down according to how many hours you work?
	<b>INTERVIEWER:</b> if the respondent says 'no hours' code as 00
	<b>WRITE IN NUMBER OF HOURS</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
	(Don't know) 888

**SIMPLE CONCEPT NAME: Working time preferences partner (wkhschp)**

<b>Describe the concept in detail</b>	
<p>See above wkhsch. This is a new item. Together with wkhsch it can be used to compute R's preferred household employment pattern. This represents an alternative way of measuring Hakim's <i>personal</i> work/lifestyle preferences (as opposed to more <i>generalised</i> gender role attitudes (round 2 G6, G8; round 5 G4, G5).</p> <p>Respondents' preferences for their own and their partner's working hours (their joint labour supply) will be affected by a multitude of factors: financial incentives (their education and respective wages, their non-labour income, the opportunity costs of working such as the costs of institutional childcare), time constraints of each partner (e.g. care responsibilities), health constraints (e.g. poor physical or mental health), work motivation (e.g. intrinsic quality of jobs INTRIN, advancement opportunities round 2 G73 (G36 round 5), non-financial job and employment commitment – JOBCOM and EMPCOM) and their attitudes toward desirable gender roles (round 2 - G6, G8; round 5 G4, G5).</p>	
<b>Question item wording [Note: G74 is a new item for this module]</b>	
<p><b>ASK IF RESPONDENT LIVES WITH HUSBAND/WIFE/PARTNER (code 1 at G73)</b></p> <p><b>G74</b> If you could choose, how many hours a week, if any, would you like your partner to work bearing in mind that your partner's earnings would go up or down according to how many hours s/he works?</p> <p><b>INTERVIEWER:</b> if the respondent says 'no hours' code as 00</p> <p style="text-align: center;"><b>WRITE IN NUMBER OF HOURS</b> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">(Don't know) 888</p>	

**SIMPLE CONCEPT NAME: Time spent on Childcare (childcare)**

<b>Describe the concept in detail</b>	
<p>Time spent on childcare is an important element of overall unpaid labour and also of committed time (as opposed to leisure or free-time). Combined with information on time spent on household work and on adult care responsibilities it will provide a more comprehensive picture of family demands for each individual and improve the capacity to investigate the sources of work-family conflict.</p>	
<b>Expected Relationship with other complex or simple concepts</b>	
<p>Childcare time is expected to influence work to family conflict and family to work conflict. High levels of combined domestic and paid workloads are expected to be associated with lower levels of well-being (McGinnity &amp; Russell, 2007). The distribution of childcare time is expected to be strongly gendered especially in countries where labour market participation among mothers is relatively low.</p>	
<b>Question item wording</b>	
<p>This sub-concept was dropped from the final module, as the pilot survey indicated that the item proposed was unable to provide a reliable estimate of time spent on childcare.</p>	

**SIMPLE CONCEPT NAME: satisfaction with work-life (SATWLB) balance**

<b>Describe the concept in detail</b>	
<p>Work-life balance is achieved when an individual perceives his or her major life domains and different roles s/he places in them to be compatible with each other (Steiber, 2009). Satisfaction with work –life balance, as with other concepts of life satisfaction, incorporates respondents needs and expectations objective situation as well as their objective situation (Fahey et al, 2003). In contrast to the work-to-family conflict and family-to –work conflict this measure does not specify the direction of the relationship. The life domain is not specified so that it incorporates family, leisure, social life, study etc. (MaclInnes, 2006).</p>	
<b>Expected Relationship with other complex or simple concepts</b>	
<p>Satisfaction with work-life balance (SATWLB) is seen to arise from a combination of processes of positive and negative spillovers between work and other life spheres therefore we would expect it to be negatively correlated with the WFC and FWC measures. It is also expected to be positively related to psychological</p>	

well-being, life-satisfaction and job satisfaction (Allen et al 2000)												
<b>Question item wording</b> [Note: G54 is new for this module but was asked as E49 in round 3]												
<b>G54 STILL CARD 86</b> And how satisfied are you with the balance between the time you spend on your paid work and the time you spend on other aspects of your life? Please use the same card.												
<b>Extremely dissatisfied</b>										<b>Extremely satisfied</b>		<b>(Don't know)</b>
00	01	02	03	04	05	06	07	08	09	10	88	

**SIMPLE CONCEPT NAME: Reason for leaving last job (JOBTERMIN)**

<b>Describe the concept in detail</b>	
Job termination establishes the reasons for leaving the last job. At the broadest level it is crucial to distinguish between voluntary and involuntary 'job quits'. For those not currently in employment it provides information on the route into unemployment or inactivity, which is important for understanding the effects of the recession. For those currently employed it will establish whether job mobility was voluntary or involuntary in nature.	
<b>Expected Relationship with other complex or simple concepts</b>	
It is expected that the way in which the last job was terminated will be related to current financial and emotional well-being, if the job termination occurred in recent years. Involuntary job mobility is expected to be associated with poorer employment conditions than voluntary job mobility (other factors being equal). Exits from employment due to care commitments or family reasons are more likely to occur for women.	
<b>Question item wording</b> [Note: F34b is a new item for this module]	
<b>F34b CARD 53</b> Which of the reasons shown on this card best describes your <u>main</u> reason for leaving your last employer?	
<b>INTERVIEWER NOTE: CODE ONE ANSWER ONLY</b>	
I obtained <sup>55</sup> a better job	01
I decided to start my own business / become self-employed	02
My contract ended	03
I was made redundant <sup>56</sup> or dismissed <sup>57</sup>	04
My employer stopped operating	05
My own / family business was closed or was sold	06
Illness or disability	07
I retired	08
Personal or family reasons	09
Other	10
Never left an employer	11
(Don't know)	88

<sup>55</sup> 'Obtained' can be meant in the passive sense - I was offered another job **or** in the active sense - I was looking for and found a better job.

<sup>56</sup> 'Redundant' – job no longer exists

<sup>57</sup> 'Dismissed' – being fired

**SIMPLE CONCEPT NAME: Employment Commitment (EMPCOM)**

<b>Describe the concept in detail</b>													
<p>Employment commitment is the extent to which individuals are committed to employment in general rather than to their own particular job or organisation. Employment commitment focuses on intrinsic motivation for employment rather than financial motivation. Is having a job merely regarded as a means for providing an income or is it seen as of value in itself? Therefore, it is often termed 'non-financial' employment commitment.</p>													
<p><b>Expected Relationship with other complex or simple concepts</b>                      Employment commitment is found to vary with the quality of employment and the nature of the employment relationship (as measured by social class) with managers and professionals demonstrating the highest levels of non-financial employment commitment (Gallie, 1997).                      The effects of recession, economic insecurity and unemployment on employment commitment has been the subject of academic and policy debate, with concerns about unemployment leading to a decline in employment commitment (and the work ethic more generally). Empirical research has often found the unemployed have higher non-financial work commitment than those in employment (Gallie, 1997; Gallie &amp; Alm, Banks &amp; Ullah, 1988).</p>													
<p><b>Question item wording</b> <i>[Note: G70 is a new item for this module]</i></p>													
<p><b>G70 CARD 89</b> To what extent do you agree or disagree with the following statement.                      'I would enjoy having a paid job even if I did not need the money?' Please use this card.</p>	<table> <tr> <td>Agree strongly</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Neither agree nor disagree</td> <td>3</td> </tr> <tr> <td>Disagree</td> <td>4</td> </tr> <tr> <td>Disagree strongly</td> <td>5</td> </tr> <tr> <td>(Don't know)</td> <td>8</td> </tr> </table>	Agree strongly	1	Agree	2	Neither agree nor disagree	3	Disagree	4	Disagree strongly	5	(Don't know)	8
Agree strongly	1												
Agree	2												
Neither agree nor disagree	3												
Disagree	4												
Disagree strongly	5												
(Don't know)	8												

**SIMPLE CONCEPT NAME: Job Commitment (JOBCOM)**

<b>Describe the concept in detail</b>													
<p>Job commitment is the extent to which individuals are committed to their own particular job in the organisation. Job commitment focuses on intrinsic motivation for employment rather than financial motivation.</p>													
<p><b>Question item wording</b> <i>[Note: G55 is a new item for this module]</i></p>													
<p><b>G55 CARD 87</b> To what extent do you agree or disagree with the following statement?                      'I would enjoy working in my current job even if I did not need the money'.                      Please use this card.</p>	<table> <tr> <td>Agree strongly</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Neither agree nor disagree</td> <td>3</td> </tr> <tr> <td>Disagree</td> <td>4</td> </tr> <tr> <td>Disagree strongly</td> <td>5</td> </tr> <tr> <td>(Don't know)</td> <td>8</td> </tr> </table>	Agree strongly	1	Agree	2	Neither agree nor disagree	3	Disagree	4	Disagree strongly	5	(Don't know)	8
Agree strongly	1												
Agree	2												
Neither agree nor disagree	3												
Disagree	4												
Disagree strongly	5												
(Don't know)	8												

**SIMPLE CONCEPT NAME: Subjective Social Isolation (SINTEGR)**

<b>Describe the concept in detail</b>	
<p>This item is designed to measure the subjective dimension of social integration i.e. people's sense of relational connectedness or social isolation. It seeks to capture this through a measure of loneliness. The degree of loneliness, when household structure is held constant, is assumed to reflect a lack of meaningful local contacts. This is expected to be related to people's perceptions of local social support, with higher levels of support reducing social isolation. It is also expected to be related to people's</p>	

trajectories during the recession – with those with unfavourable trajectories experiencing higher levels of subjective social isolation, their social interaction in their local communities, and their household situation.	
<b>Question item wording</b> [Note: G7 is a new item for this module but was asked as E12 in round 3]	
<b>G7 CARD 69</b>	Using this card, please tell me how much of the time during the past week you felt lonely?
	None or almost none of the time      1
	Some of the time      2
	Most of the time      3
	All or almost all of the time      4
	(Don't know)      8

**SIMPLE CONCEPT NAME: Retirement preferences (RETIRE)**

<b>Describe the concept in detail</b>	
<p>This is a new item, measuring retirement preferences (voluntary retirement); asked to respondents aged 40+, irrespective of whether already retired or not. Combined with the information on 'year/age at retirement' (RTRYR), this item collects detailed information on involuntary past retirement (i.e. years that respondents retired earlier or later than they would have preferred). Moreover, the item is also relevant for those not yet retired and can be used to model retirement preferences as a function of job characteristics and working conditions.</p> <p>Relationships between workers' retirement preferences and their working conditions (e.g. G64 round 2 [G26 – round 5], G70 round 2 [G30 round 5]) are expected – as well as with their health status, work values (G111-G115 – round 2 [G65, G66, G67, G68 round 5]), job and employment commitment (EMPCOM), i.e. the higher the quality of work, the better the working conditions and state of health, the higher the age of preferred retirement is expected to be. Moreover, it is expected that workers' retirement preferences are affected by their experiences during recession (e.g. dismissal may be linked to preferences for earlier retirement due to a discouragement effect on older workers), and that these reactions will differ across countries depending on the institutional set-up (e.g. depending on the level of active labour market policies).</p>	
<b>Question item wording</b> [Note: G87 is new item for this module]	
<b>ASK IF RESPONDENT IS OVER 45 (code 1 at G86)</b>	
<b>G87</b>	At what age would you like to /would you have liked to retire?
<b>WRITE IN AGE</b>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
	<b>GO TO INTERVIEW END DATE</b>
(Don't know) 888	<b>GO TO INTERVIEW END DATE</b>

**SIMPLE CONCEPT NAME: Job Satisfaction (JOBSAT)**

<b>Describe the concept in detail</b>	
<p>Job satisfaction has been one of the most frequently used subjective measures of the quality of work (Warr, 1987; Clark, 1996; Clark et al. 1996). It is a measure of job-related affective well-being. Measures of overall job satisfaction have been found to be statistically reliable and different types of measure intercorrelate to a high degree (Warr, 1987). Some studies have measured job satisfaction through the aggregation of a number of more specific job-facet satisfaction items, others through a one item measure. The module has adopted the one item approach. This has the advantage that the measure can cover feelings about all aspects of job and is not constrained by reference to specific facets of importance to those who construct the questionnaire. It also entails a significant economy in terms of questionnaire space. It has been found (Warr, 1987) to be strongly related to intrinsic job characteristics (in particular job autonomy, opportunities for skill use, variety). It could be expected that employees most strongly affected by the recession would have lower levels of job satisfaction.</p>	
<b>Question item wording</b> [Note: G53 is new item for this module]	
<b>ASK TO THOSE WHOSE MAIN ACTIVITY = PAID WORK (code 1 at G12)</b>	

**G53 CARD 86** How satisfied are you in your main job? Use this card where 0 is extremely dissatisfied and 10 is extremely satisfied.

Extremely dissatisfied										Extremely satisfied	(Don't know)
00	01	02	03	04	05	06	07	08	09	10	88

**SIMPLE CONCEPT NAME: Financial situation of firm (CHFIN)**

**Describe the concept in detail**

The item is designed to provide information on the context of work experiences and attitudes by capturing the degree of financial difficulty experienced by the organisation for which the person works. It takes a three year horizon on the assumption that there is a lag between the experience of economic difficulty and changes in work organization that may affect the quality of working life. At the same, the period was designed to take account of the potential decay in validity that may come with longer-term recall. It is expected to be related to employment changes in the firm (G63, i.e. the greater the financial difficulty of the firm, the more likely that the number of people working for the firm has decreased) as well as with the work effects in the recession (G58-G61, G33, i.e. the greater the financial difficulty of the firm, the more likely that the quality of respondent's job in this firm has deteriorated in terms of pay, security, interest, etc.). It could be expected that employees in firms that had experienced financial difficulty would have lower levels of job satisfaction (JOBSAT), in part due to higher exposure to workforce reductions (CHEMP).

**Question item wording** [Note: G62 is a new item for this module]

**G62** During the last three years, would you say that the organisation for which you work has experienced...**READ OUT...**

**NOTE TO INTERVIEWER: if not in organisation for three years, ask 'since you joined the organisation'.**

...a great deal of financial difficulty,	1
some financial difficulty,	2
not much financial difficulty,	3
or, no financial difficulty?	4
(Don't know)	8

**SIMPLE CONCEPT NAME: Firm Changes in Employment (CHEMP)**

**Describe the concept in detail**

The item is designed to provide information on the context of work experiences and attitudes by capturing the degree to which the organisation for which the person works has experienced workforce reductions in the recent past. It takes a three year horizon on the assumption that there is a lag between the experience of economic difficulty and changes in work organization that may affect the quality of working life. At the same, the period was designed to take account of the potential decay in validity that may come with longer-term recall. It could be expected that employees in firms that have experienced workforce reductions would have higher job insecurity and be subject to higher levels of work pressure, reducing their job satisfaction (JOBSAT).

**Question item wording** [Note: G63 is a new item for this module]

**G63** And during the last three years, would you say that the number of people employed at the organisation for which you work has...**READ OUT...**

**NOTE TO INTERVIEWER: if not in organisation for three years, ask 'since you joined the organisation'.**

Round 5 Family, Work and Well-being - Final Module in Template

...decreased a lot,	1
decreased a little,	2
not changed,	3
increased a little,	4
or, increased a lot?	5
(Don't know)	8

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